DOCUMENT RESUME

ED 273 764 CE 044 915

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TITLE Mathematics. Basic Supplemental Exercises. Courses 101-204.
INSTITUTION Chicago City Colleges, IL. Chicago Urban Skills Inst.
PUB DATE 85
NOTE 152p.; For the basic level curriculum guide, see CE 044 912. For the mathematics exercise book for grades 3-4, see CE 044 916.
PUB TYPE Guides - Classroom Use - Materials (For Learner) (051)

EDRS PRICE MF01/PC07 Plus Postage.
DESCRIPTORS *Addition; *Adult Basic Education; Arithmetic; Learning Activities; *Mathematics Instruction; *Numbers; *Place Value; *Subtraction; Word Problems (Mathematics)

ABSTRACT

This book of supplemental exercises is one of a series of books designed to provide educational materials for students in addition to the instructional texts in the Adult Learning Skills Program. Exercises in this basic level book are for the mathematics subject area. Course numbers and exercise topics are: 101 (shapes, sizes, numerals, sequencing numerals, addition), 102 (place value, numerals, sequencing numerals, addition), 103 (names of numerals, counting by fives and tens, subtraction), 104 (place value, greater and less than, subtraction), 201 (recognizing ordinals, place value, addition, subtraction, common money values), 202 (recognizing ordinals, counting by tens and hundreds, addition, subtraction, units of time), 203 (addition, subtraction, word problems), and 204 (addition, subtraction, greater and less than, word problems). (YLB)

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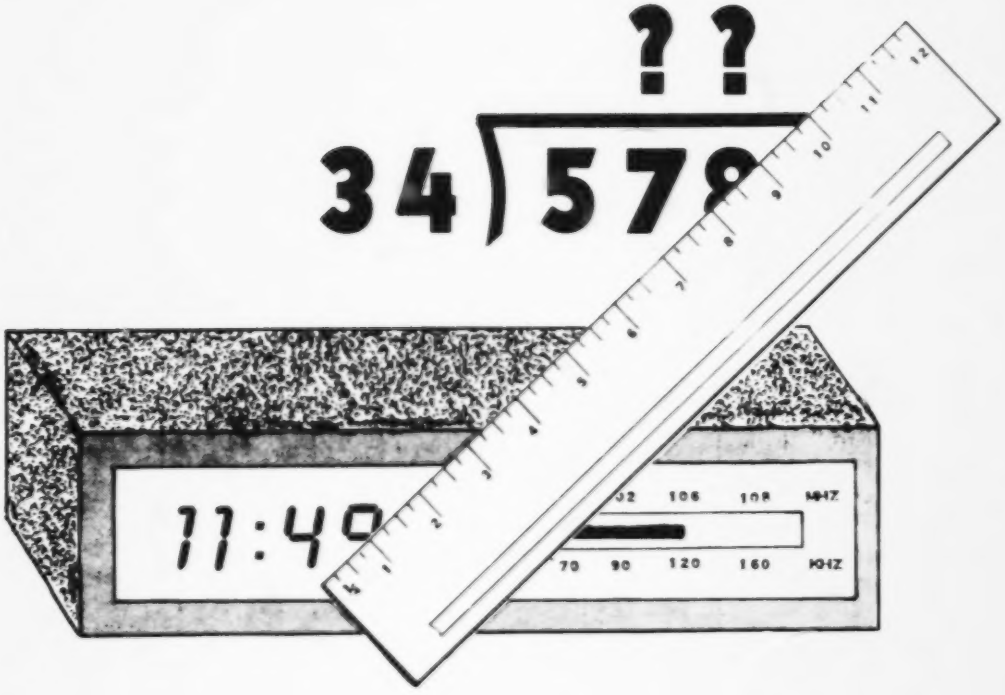
Courses 101 — 204



CE 044 915

Adult Learning Skills Program
Chicago Urban Skills Institute
One of the City Colleges of Chicago

ADULT LEARNING SKILLS PROGRAM

Supplemental Exercises

in

Mathematics

Courses 101-204

CHICAGO URBAN SKILLS INSTITUTE

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Department of Curriculum

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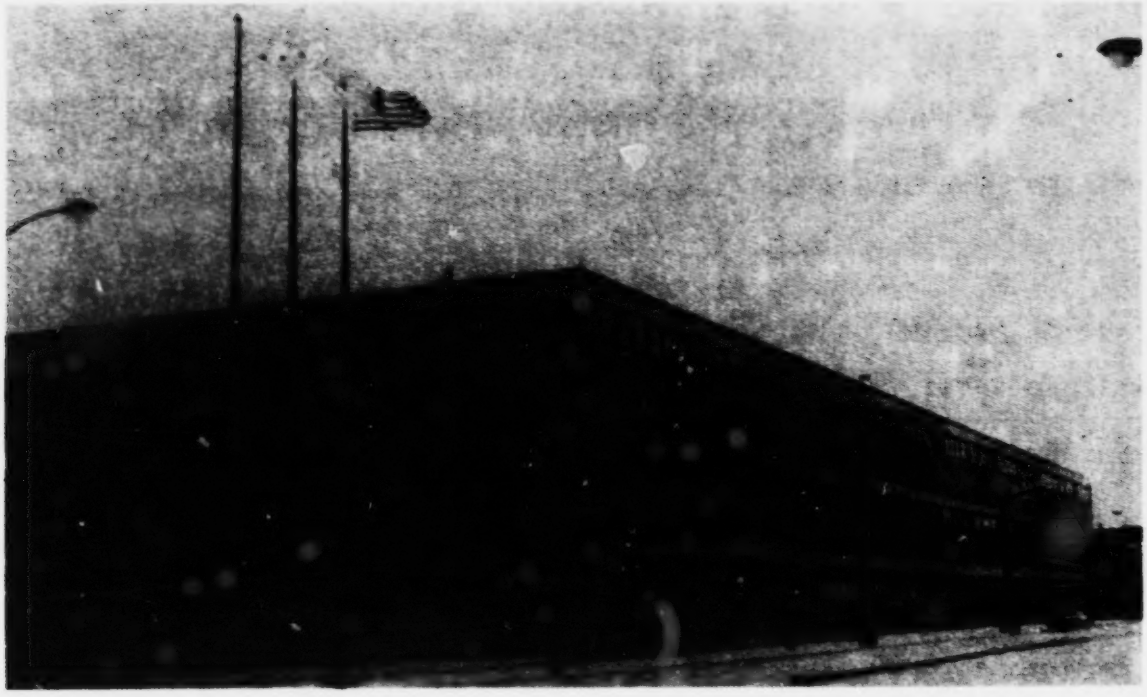

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TO THE TEACHER

Purpose of This Book

The materials in this book have been developed to assist students in learning basic arithmetic concepts. These math concepts have been presented in a practical and meaningful way to allow students to move at their own pace and to provide a feeling of accomplishment at the end of each objective.

How To Use This Book

The supplemental exercises in this book should be used with the teaching strategies suggested in the Basic Curriculum Guide, and teacher-made and commercial materials.

This book is designed to be used in individualized and group teaching situations. With most exercises, you can introduce the skill, read and/or explain the directions to students and guide them through the first example. While students are working individually, you should remain nearby in case additional assistance is needed.

Consider different levels of student ability when working with this book. Allow each student to proceed at his own pace. Do not rush him. Also do not overwhelm a student by practicing a skill until he becomes too tired or bored. Give students immediate feedback on their performance and a lot of praise and reassurance. When a student demonstrates that he is already competent in a skill area, do not waste time by continuing to review that particular skill.

Course Focus

Course 101 focuses on the recognition of shapes, sizes and numerals 0-20. It gives practice in the formation and sequencing of numerals 0-20. It also introduces the concept of addition and provides practice in addition facts 0-5.

Course 102 introduces place value by ones and tens. It continues with recognizing and sequencing numerals through 100. Addition facts continue to include 6-10 and a review of all addition facts is given.

Course 103 begins with recognizing and writing names of numerals one through twenty. Some of these words may have been introduced in Language Arts. Students will be asked to count to 100 by 5's and 10's and find sums of 2-digit numbers without renaming. The concept of subtraction and subtraction facts 0-5 will also be introduced.

Course 104 students are determining place value through hundreds and adding sums of 3-digit numbers without renaming. They had already been introduced to the differences in sizes and are now ready to proceed to the concept of greater than and less than. They also finish the subtraction facts 6-10 and review all facts as a means of reinforcement.

Course 201 introduces the recognition of ordinal numbers 1st through 10th and common money values. It proceeds with place value through thousands. The concept of renaming with addition is introduced and practice with finding sums of 2-digit numbers with renaming is provided. Also finding differences of 2-digit numbers without renaming is done.

Course 202 recognizes names of ordinal numbers 1st through 10th and then hour and half hour units of time. It introduces the concept of counting to 500 by 10's and 1,000 by 100's. The students will also continue to progress in addition by adding 3-digit numbers with renaming and finding differences of 3-digit numbers without renaming.

Course 203 demonstrates the concept of renaming with subtraction and provides practice with subtraction using 2-digit numbers. Now that students are familiar with common money values, they will be asked to count money and make change. Students will continue adding using 4-digit numbers with renaming.

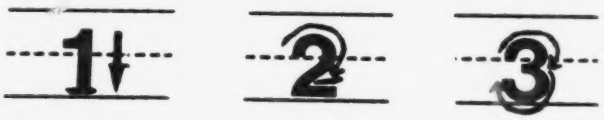
Also for the first time students will be asked to solve simple word problems in addition and subtraction.

Course 204 introduces practice with column addition and finding differences of 3 and 4-digit numbers with renaming. This course also provides additional exercises using greater than and less than with number sentences. A continuation of solving simple word problems in addition and subtraction is done also.

101, Exercise 4 Pages 11-15

OBJECTIVE: To write numerals 0-20

Explain the formation of each number before allowing students to work these exercises. Caution them about staying on the lines and the correct spacing between the numbers. You might want to illustrate each on the board by drawing arrows pointing to the directions of the lines and curves. For example:



101, Exercise 6 Pages 21-24

OBJECTIVE: To demonstrate the concept of addition

This exercise must be read orally to the class. Check the Basic Curriculum Guide for related activities regarding this concept before completing this exercise.

103, Exercise 9 Pages 60-61

OBJECTIVE: To demonstrate the concept of subtraction

This exercise must be read orally to the class. Check the Basic Curriculum Guide for activities regarding this concept before completing this exercise.

201, Exercise 3 Page 86

OBJECTIVE: To demonstrate renaming with addition

The procedure for adding with renaming should be read orally. Illustrations should be placed on the board and students should be shown how to rename step by step. Refer also to Basic Curriculum Guide for additional activities.

201, Exercise 6 Page 97

OBJECTIVE: To recognize common money values

Students should be shown how to add the money values. For example: 3 dollars, 5 half-dollars, 7 quarters, 2 dimes, 4 nickels and 2 pennies = ? Write out the money values first: 3 dollars = $1.00 + 1.00 + 1.00 = $3.00; 5 half-dollars = $.50 + .50 + .50 + .50 + .50 = $2.50; 7 quarters = $.25 + .25 + .25 + .25 + .25 + .25 + .25 = $1.75; 2 dimes = $.10 + 10 = $.20; 4 nickels = $.05 + .05 + .05 + .05 = $.20 and 2 pennies = $.01 + .01 = $.02. Now add up all the values:

$3.00
2.50
1.75
.20
.20
+ .02
$7.77

You might want to start off with easier illustrations.

203, Exercise 2 Page 119

OBJECTIVE: To demonstrate the concepts of renaming with subtraction

Students may encounter more problems with the concept of renaming in subtraction than in addition. Give students objects to count to illustrate the concept of renaming. Again the procedures should be read aloud to the students step by step explaining each step as you proceed.

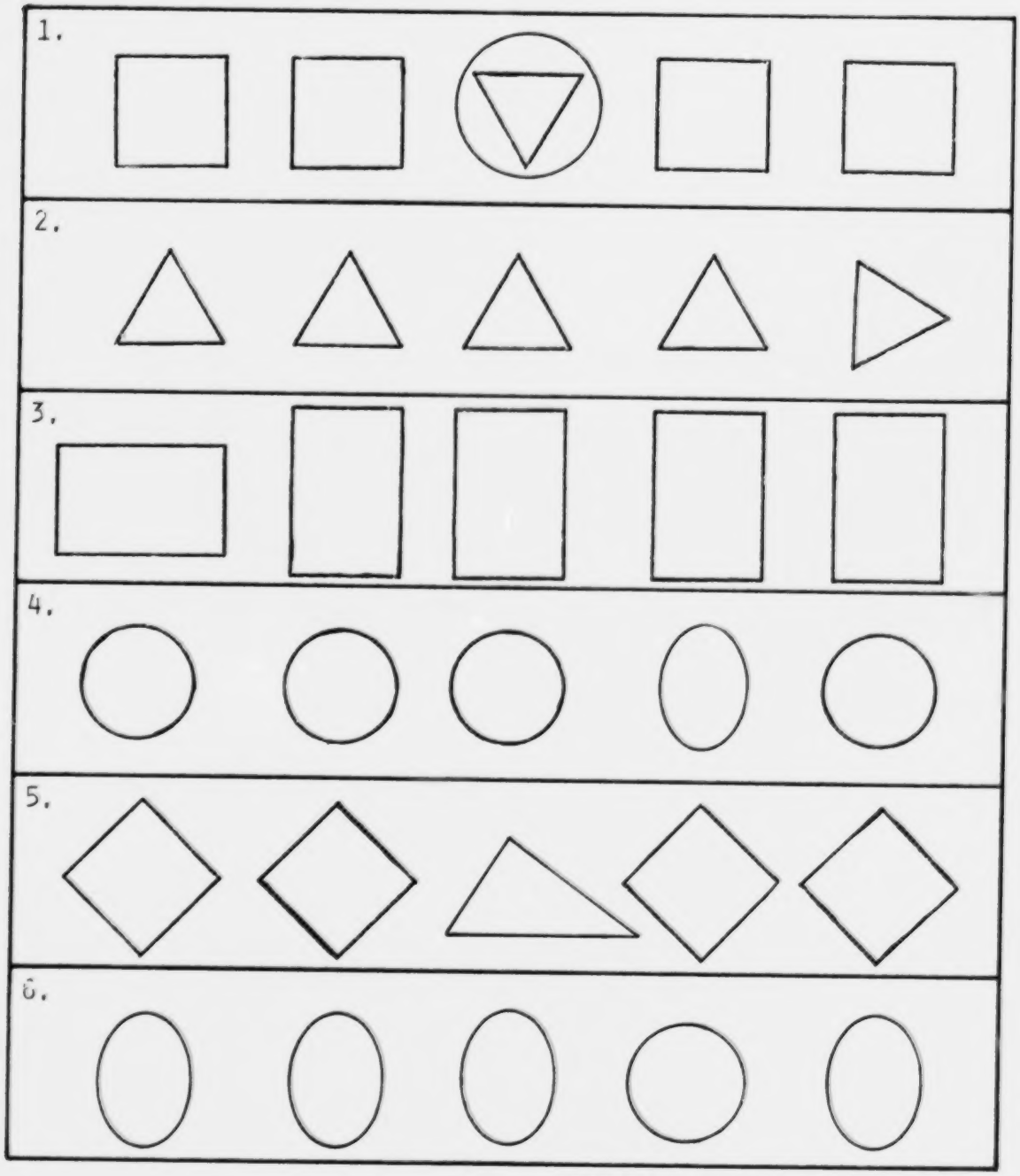
203, Exercise 4 Page 122-124

OBJECTIVE: To count money and make change

Students should be told that they must first total up the item cost and then subtract the sum from the amount paid in order to reach the amount of change due. For example: a blouse cost $19.98 and a pair of shoes cost $15.95, you paid $50.00. Your change would be what? First you must total your items $19.98 + 15.95 = $35.93. Now subtract $50.00 - 35.93 = $14.07. Your change would be $14.07. Practice several before doing the exercise. You can make this exercise more concrete by using play money. Have the students count out $14.07 using bills and coins.

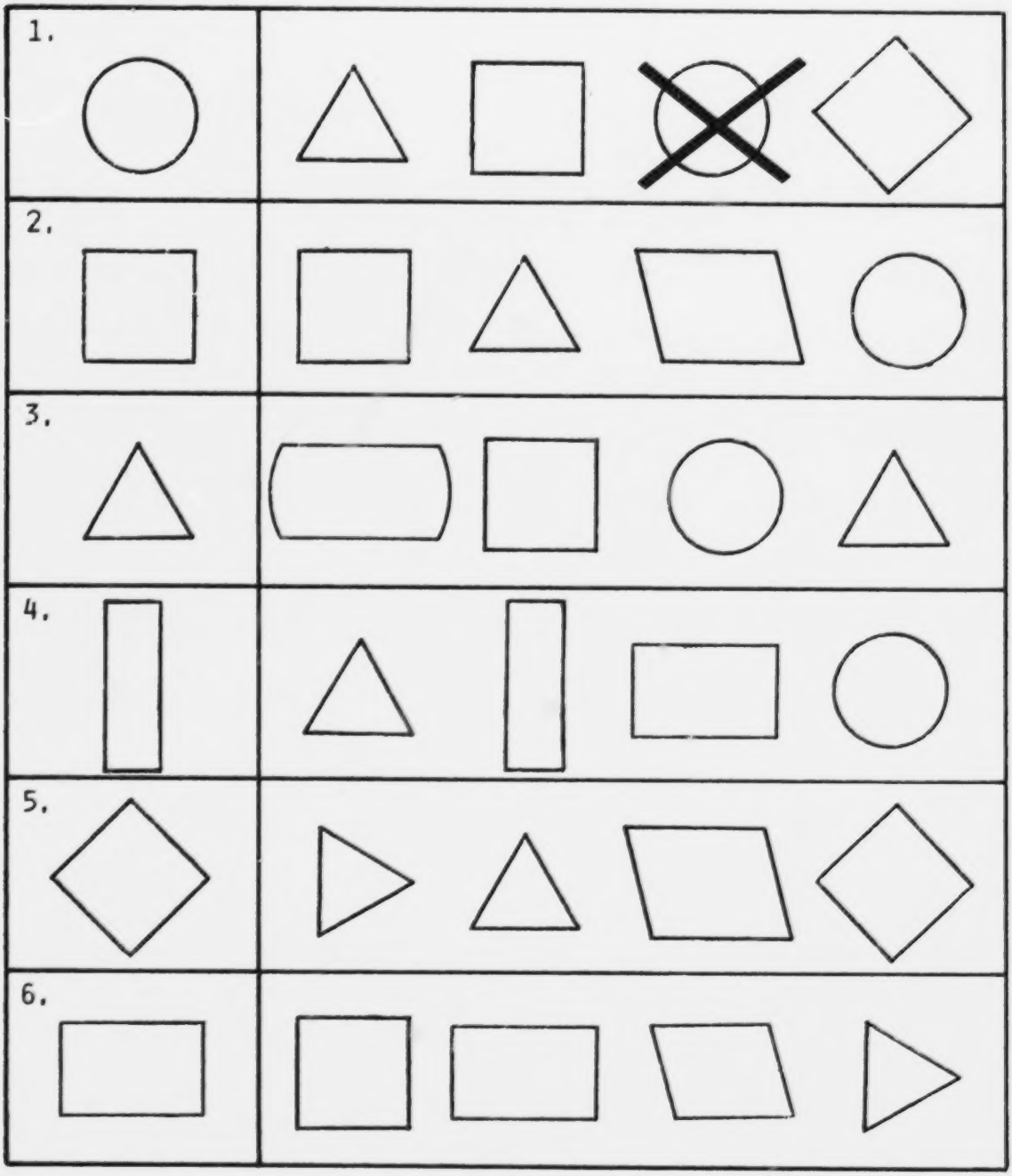
SHAPES

A. DIRECTIONS: Circle the one that is not the same.



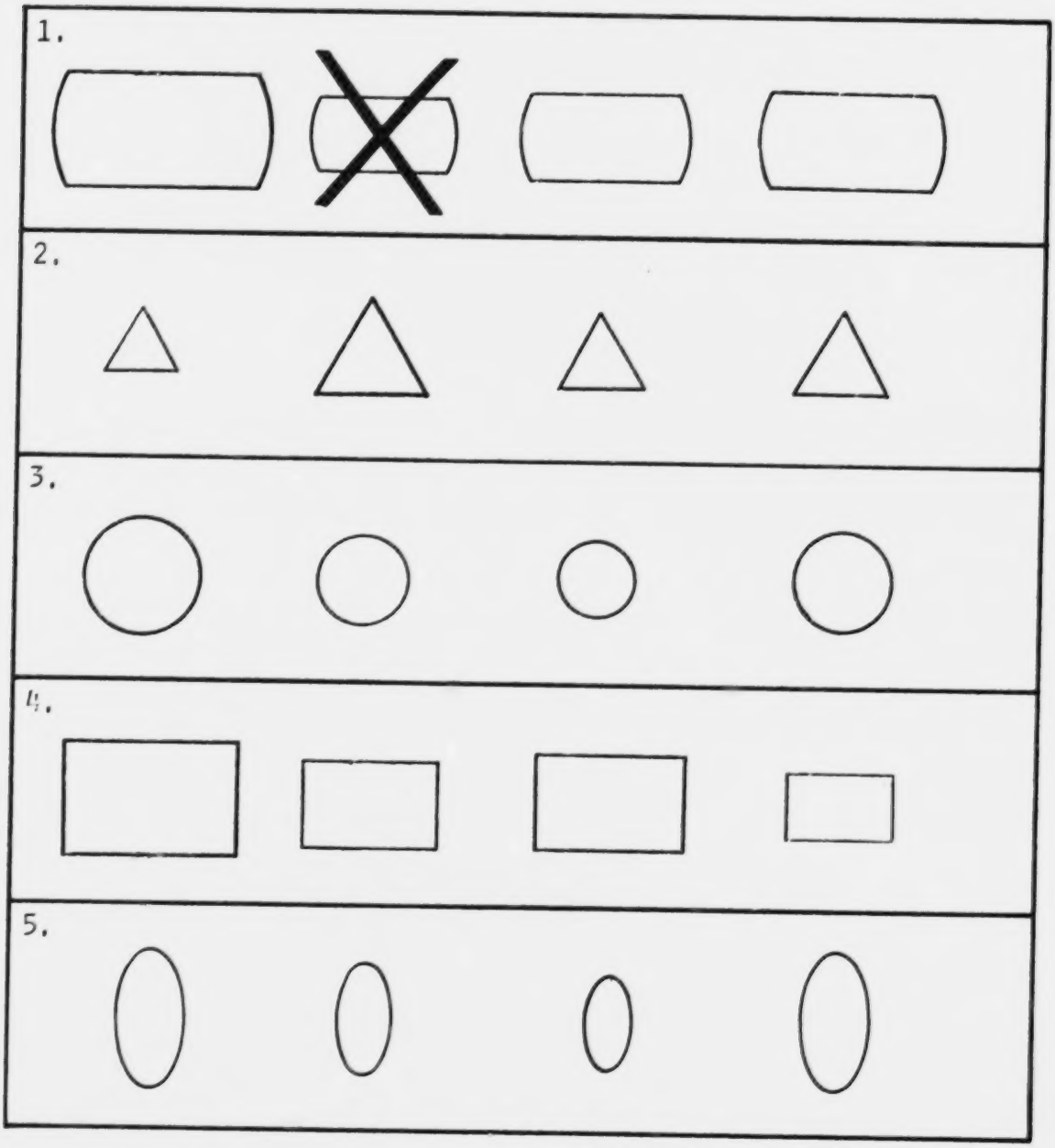
1 OBJECTIVE: TO RECOGNIZE SHAPES

B. DIRECTIONS: Put an X on the shape that is like the first one.



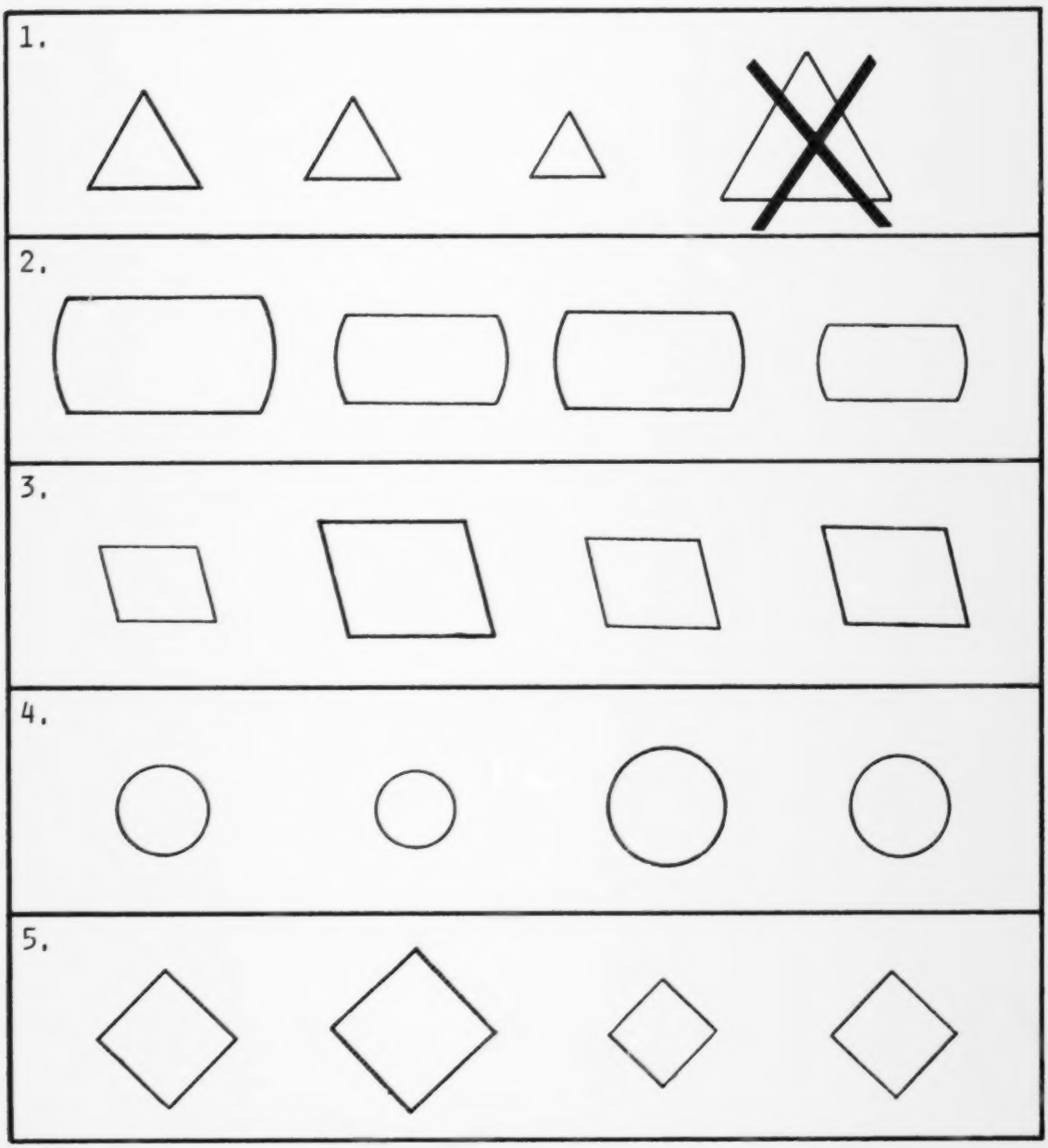
SIZES

A. DIRECTIONS: Put an X on the one that is smallest.

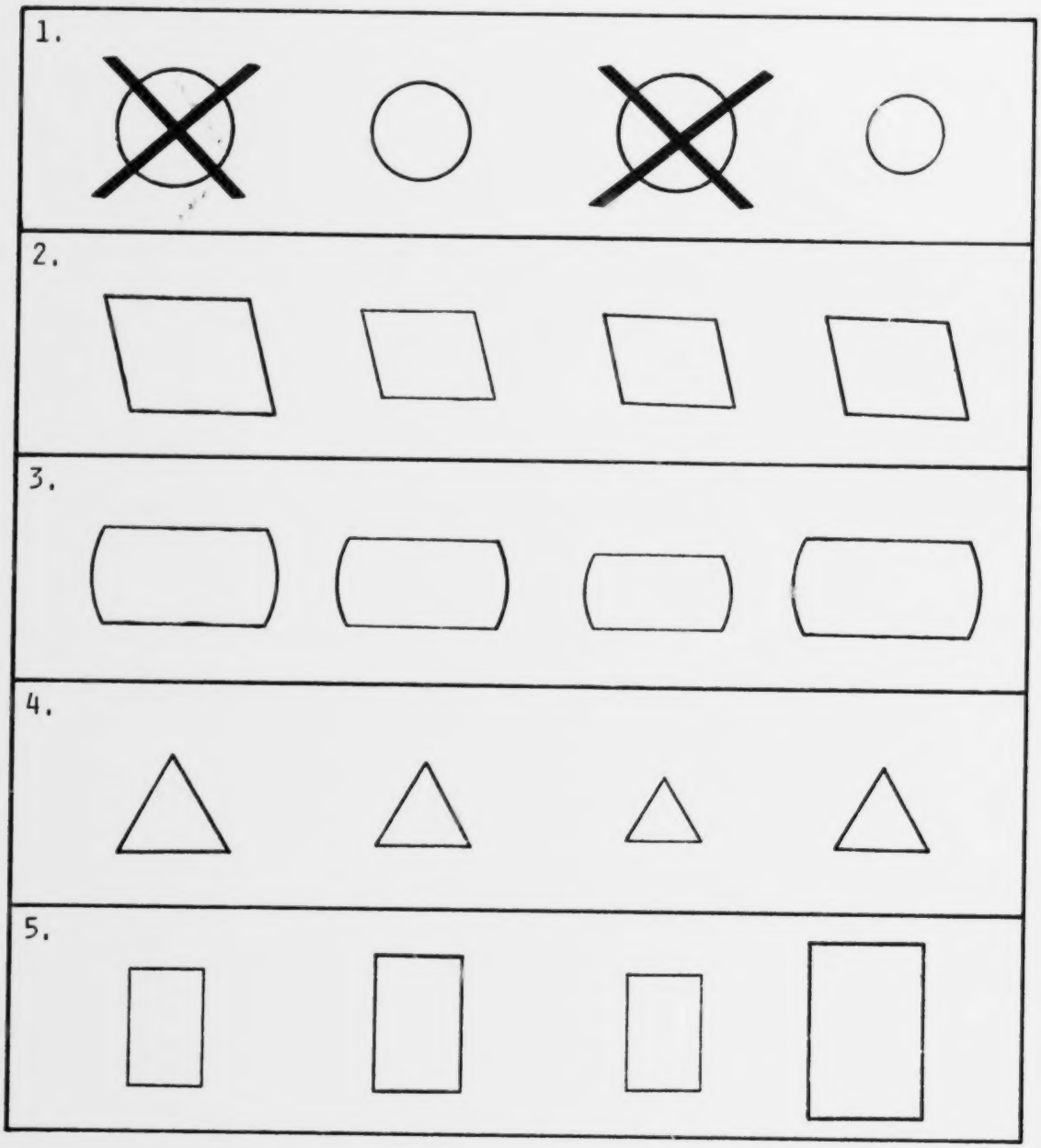


OBJECTIVE: TO RECOGNIZE SIZES

B. DIRECTIONS: Put an X on the one that is largest.

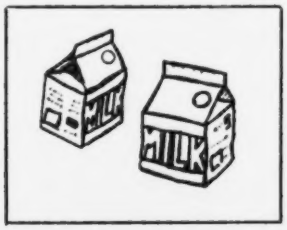


C. DIRECTIONS: Put an X on the two that are the same size.

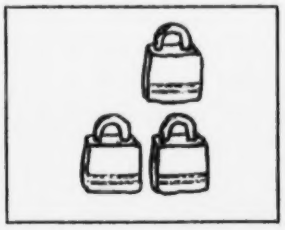


WHICH NUMBER?

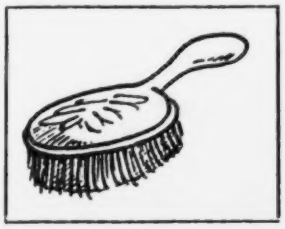
A. DIRECTIONS: Circle the right number. Look at the first box.

1. 

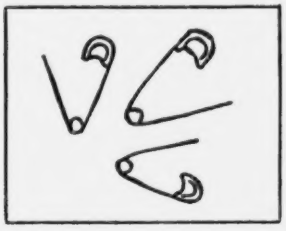
0 1 (2) 3

2. 

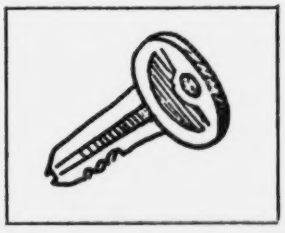
0 1 2 3

3. 

0 1 2 3

4. 

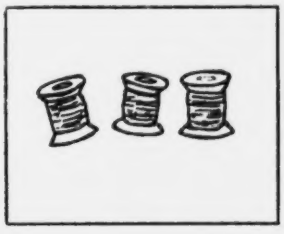
0 1 2 3

5. 

0 1 2 3

6.

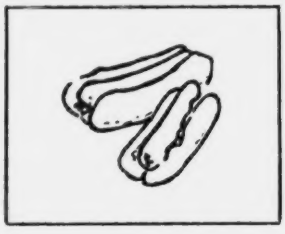
0 1 2 3

7. 

0 1 2 3

8.

0 1 2 3

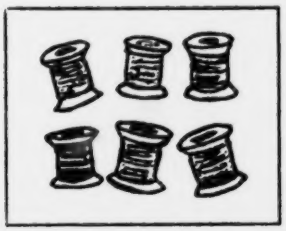
9. 

0 1 2 3

6 OBJECTIVE: TO RECOGNIZE NUMERALS 0 - 20

B. DIRECTIONS: Circle the right number.

1.



4 5 6 7

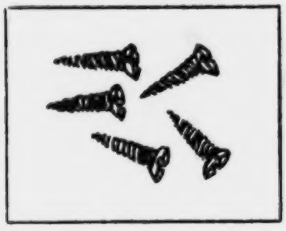
2.

4 5 6 7

3.

4 5 6 7

4.



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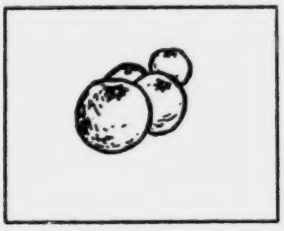

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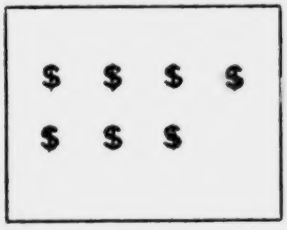

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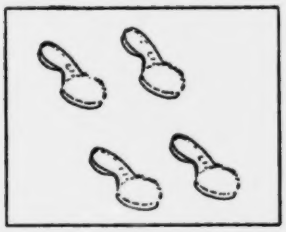

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4 5 6 7

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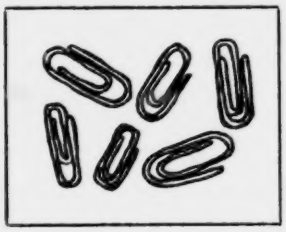

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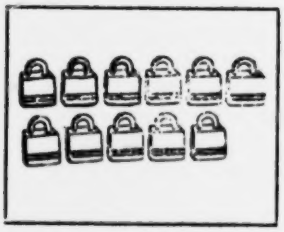
7

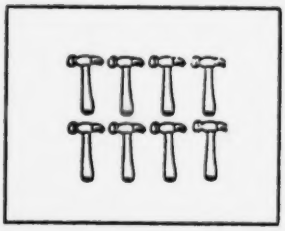
C. DIRECTIONS: Circle the right number.

1.



8 9 10 11

2.



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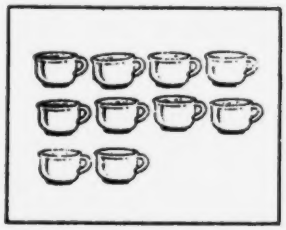

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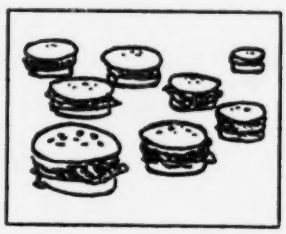

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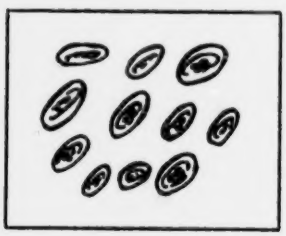

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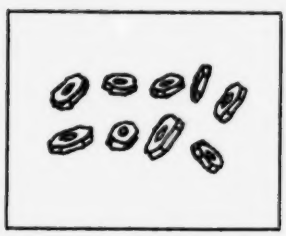
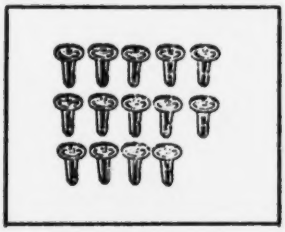


8 9 10 11

D. DIRECTIONS: Circle the right number.

1.



12 13 14 15

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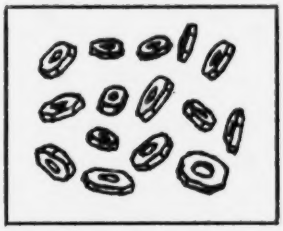

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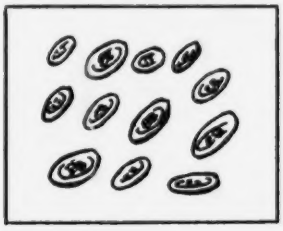

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12 13 14 15

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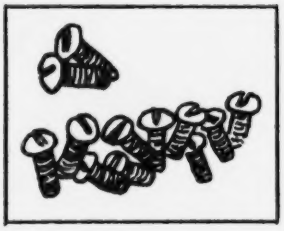

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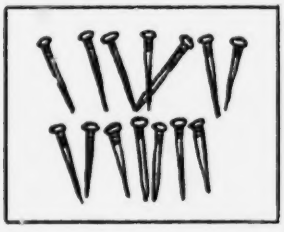
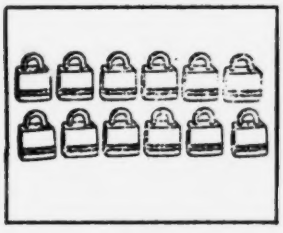


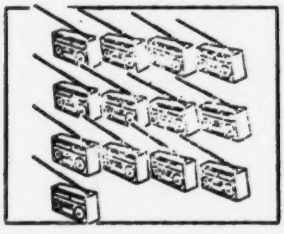
12 13 14 15

7.



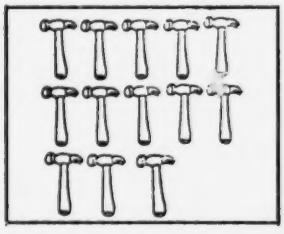
12 13 14 15

8.



12 13 14 15

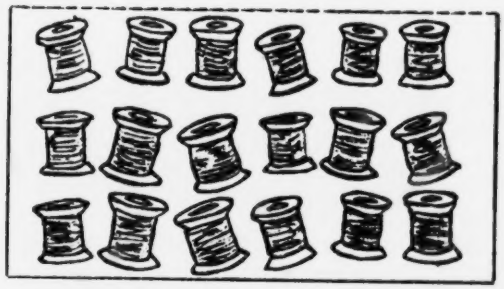
9.



12 13 14 15

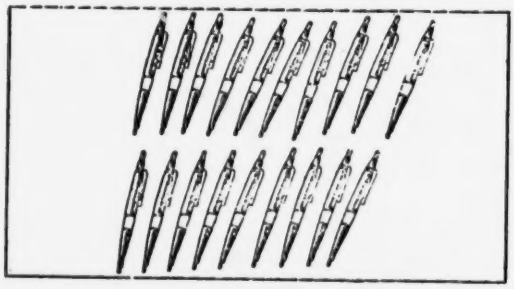
E. DIRECTIONS: Circle the right number.

1.



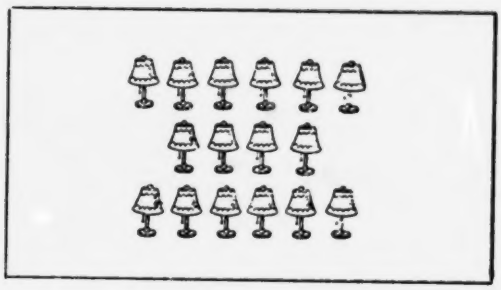
16 17 18 19 20

2.



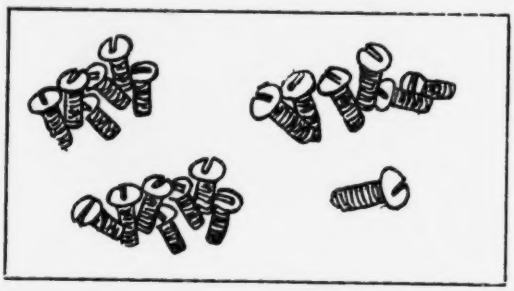
16 17 18 19 20

3.



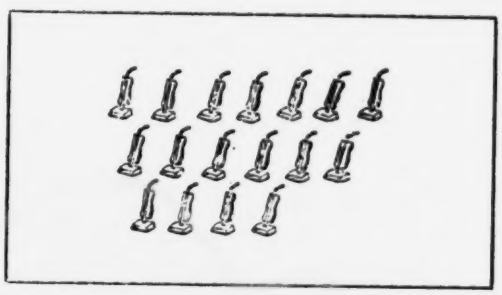
16 17 18 19 20

4.



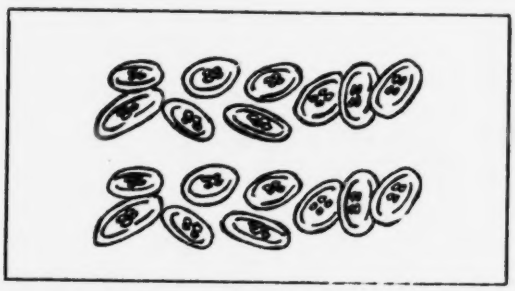
16 17 18 19 20

5.



16 17 18 19 20

6.



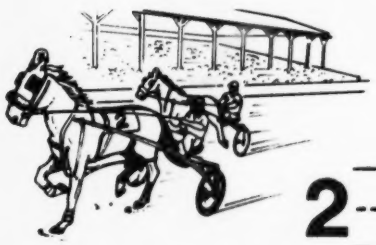
16 17 18 19 20

WRITING NUMBERS

A. DIRECTIONS: Print 0, 1, 2, 3.

0

1



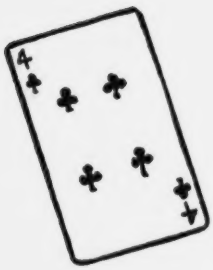
2

3

OBJECTIVE: TO WRITE NUMERALS 0-20

11

B. DIRECTIONS: Print 4, 5, 6, 7.



4

5

6

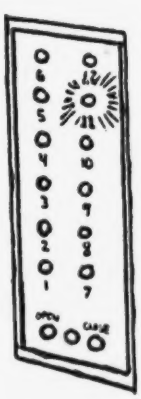
7

C. DIRECTIONS: Print 8, 9, 10, 11.

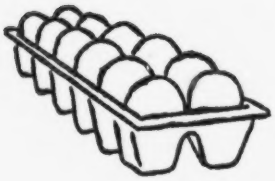
8

9

10



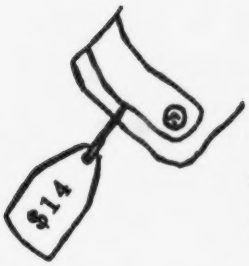
11



D. DIRECTIONS: Print 12, 13, 14, 15.

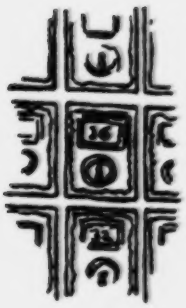
12

13



14

15



E. DIRECTIONS: Print 16, 17, 18, 19, 20.

16

17

18

19

20

ORDERING NUMBERS

A. DIRECTIONS: What numbers are missing? Write them.

EXAMPLES:	(A) 1, **2**, **3**, 4, **5**
	(B) **0**, 1, **2**, **3**, 4
	(C) 5, 6, **7**, 8, **9**

1.	0, ___, ___, 3, ___
2.	___, 11, ___, 13, ___
3.	___, ___, ___, 10, 11

4.	15, ___ 17, ___, ___
5.	10, ___, 12, ___, ___
6.	___, 8, ___, ___, 11

TRY THESE:

7.	0, ___, ___, 3, ___, 5, ___, 7, ___, ___, ___
8.	___, ___, 13, ___, ___, 16, 17, ___, ___, ___
9.	___, ___, 8, ___, 10, ___, ___, ___, ___, 15
10.	2, _____, _____, _____, 6, _____, _____, 9, _____

OBJECTIVE: TO SEQUENCE NUMERALS 0-20

B. DIRECTIONS: What numbers come next? Draw a line to them.

1) 1, 2, 3	7, 8, 9
2) 4, 5, 6	10, 11, 12
3) 2, 3, 4	4, 5, 6
4) 15, 16, 17	14, 15, 16
5) 7, 8, 9	5, 6, 7
6) 11, 12, 13	18, 19, 20

C. DIRECTIONS: Which numbers are in order? Circle them.

1)

5, 1, 0, 4
6, 7, 8, 9
8, 4, 9, 3

2)

13, 10, 6, 4
0, 1, 3, 2
11, 12, 13, 14

3)

20, 19, 16, 18
11, 9, 10, 13
15, 16, 17, 18

4)

5, 6, 7, 8
6, 7, 9, 8
4, 3, 15

5)

15, 14, 16, 13
16, 17, 18, 19
10, 11, 12, 14

6)

3, 4, 1, 2
1, 2, 4, 3
1, 2, 3, 4

D. DIRECTIONS: Put these numbers in order.

(1) 5, 3, 4, 1, 2
1, 2, 3, 4, 5

(2) 10, 11, 13, 12, 9
___, ___, ___, ___, ___

(3) 3, 0, 2, 1, 4,
___, ___, ___, ___, ___

(4) 9, 6, 10, 8, 7
___, ___, ___, ___, ___

(5) 11, 14, 15, 12, 13
___, ___, ___, ___, ___

(6) 18, 20, 19, 16, 17
___, ___, ___, ___, ___

TRY THESE:

(1) 2, 8, 15, 10, 4
___, ___, ___, ___, ___

(2) 15, 9, 20, 7, 18
___, ___, ___, ___, ___

(3) 16, 1, 11, 3, 17
___, ___, ___, ___, ___

(4) 9, 19, 12, 17, 6
___, ___, ___, ___, ___

E. DIRECTIONS: Count backwards. What numbers are missing? Write them.

EXAMPLES:

A) 8, 7, 6, ?, ?, ?
8, 7, 6, **5**, **4**, **3**

B) 10, 9, 8, ?, ?, ?
10, 9, 8, **7**, **6**, **5**

1. 4, ___, 2, ___, ___
2. ___, 4, ___, 2, ___
3. ___, ___, 13, 12, ___
4. 6, 5, ___, ___, ___
5. 20, ___, ___, 17, ___
6. 9, ___, ___, ___, 5

TRY THESE:

7. 18, ___, 16, ___, 14, ___, ___
8. 11, ___, ___, ___, ___, 6, ___, ___, ___
9. ___, ___, 6, ___, ___, 3, ___, ___
10. 15, ___, 13, ___, ___, ___, ___, 8

F. DIRECTIONS: What numbers are missing? Write them.

EXAMPLES:

A)	10, 11, 12, ?, ?, ?	
	10, 11, 12, **13**, **14**, **15**	
B)	20, 19, 18, ?, ?, ?	
	20, 19, 18, **17**, **16**, **15**	

1) 9, 8, 7, ____, ____, ____

2) 11, ____, 13, ____, 15, ____

3) ____, 16, 17, ____, 19, ____

4) 10, ____, ____, 7, ____, 5, ____

5) 5, ____, 7, ____, 9, ____

6) 1, ____, ____, 4, ____, 6

7) ____, 13, ____, 11, ____, 9

8) 2, 3, 4, ____, ____, ____

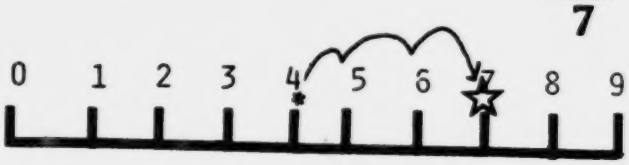
9) 5, ____, 3, ____, ____

10) 16, ____, 14, ____, ____, 11

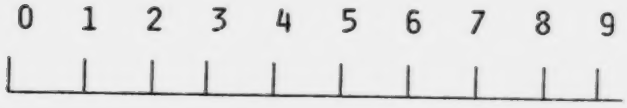
ADDITION

A. DIRECTIONS: Use a number line to add.

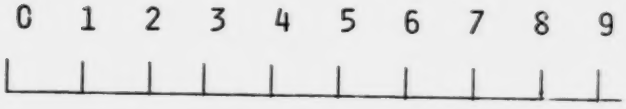
EXAMPLE: $\begin{array}{r} 4 \\ +\,3 \\ \hline ? \end{array}$ Find 4 on the number line below and add 3. $\begin{array}{r} 4 \\ +\,3 \\ \hline 7 \end{array}$



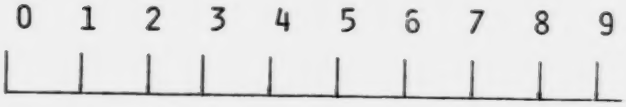
1. $\begin{array}{r} 1 \\ +\,3 \\ \hline \end{array}$



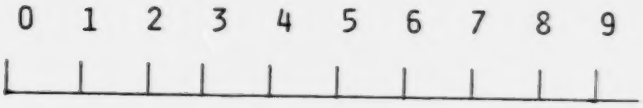
2. $\begin{array}{r} 3 \\ +\,2 \\ \hline \end{array}$



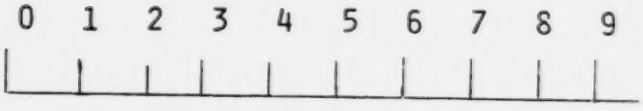
3. $\begin{array}{r} 1 \\ +\,1 \\ \hline \end{array}$



4. $\begin{array}{r} 2 \\ +\,5 \\ \hline \end{array}$



5. $\begin{array}{r} 5 \\ +\,4 \\ \hline \end{array}$

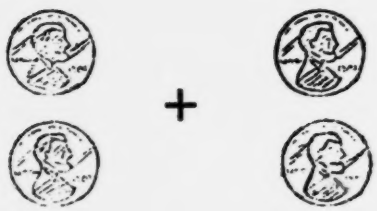


OBJECTIVE: TO DEMONSTRATE THE CONCEPT OF ADDITION

B. DIRECTIONS: Add the pennies.

1)

4 + 2 = 6

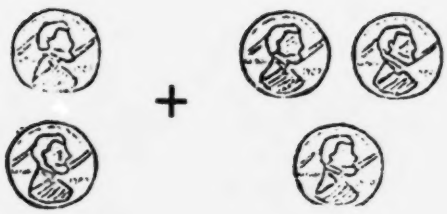
2) 

2 + 2 = _____

3)

0 + 3 = _____

4)



2 + 3 = _____

5)

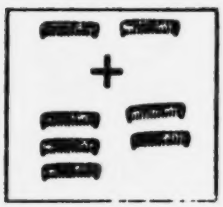
4 + 3 = _____

6)

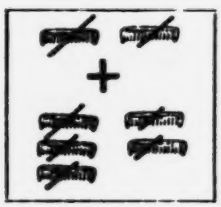
3 + 1 _____

EXAMPLE:

$$\begin{array}{r} 2 \\ +\ 5 \\ \hline ? \end{array}$$



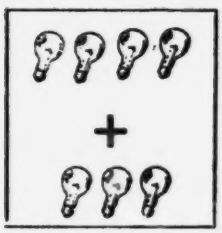
Cross out as you count.



$$\begin{array}{r} 2 \\ +\ 5 \\ \hline 7 \end{array}$$

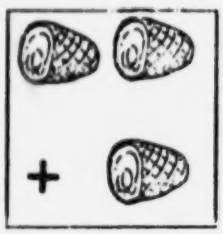
C. DIRECTIONS: Add.

1)



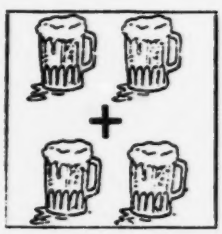
$$\begin{array}{r} 4 \\ +\ 3 \\ \hline \end{array}$$

2)



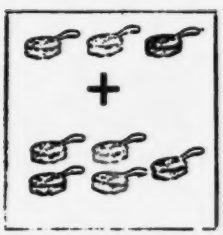
$$\begin{array}{r} 2 \\ +\ 1 \\ \hline \end{array}$$

3)



$$\begin{array}{r} 2 \\ +\ 2 \\ \hline \end{array}$$

4)

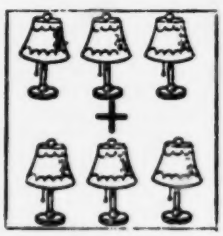


$$\begin{array}{r} 3 \\ +\ 5 \\ \hline \end{array}$$

5)

$$\begin{array}{r} 2 \\ +\ 7 \\ \hline \end{array}$$

6)

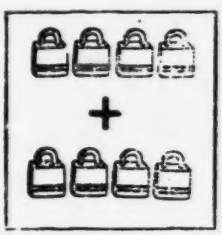


$$\begin{array}{r} 3 \\ +\ 3 \\ \hline \end{array}$$

7)

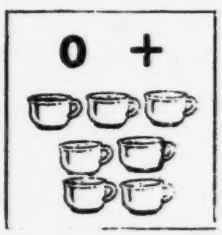
$$\begin{array}{r} 3 \\ +\ 8 \\ \hline \end{array}$$

8)



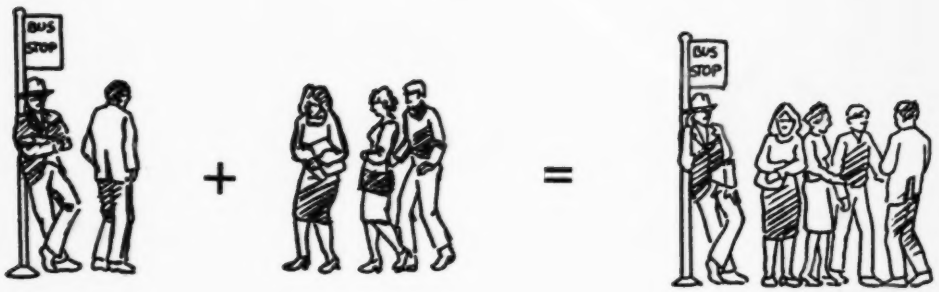
$$\begin{array}{r} 4 \\ +\ 4 \\ \hline \end{array}$$

9)



$$\begin{array}{r} 0 \\ +\ 7 \\ \hline \end{array}$$

FACTS



2 + 3 = 5

A. DIRECTIONS: Add.

1) 3 + 1	2) 2 + 9	3) 4 + 3	4) 0 + 0
5) 1 + 7	6) 2 + 5	7) 3 + 8	8) 4 + 8
9) 0 + 4	10) 3 + 0	11) 4 + 6	12) 3 + 7
13) 3 + 4	14) 5 + 8	15) 0 + 7	16) 1 + 2
17) 1 + 9	18) 0 + 3	19) 5 + 5	20) 3 + 5

OBJECTIVE: TO RECALL BASIC ADDITION FACTS FOR NUMBERS 0-5

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B. DIRECTIONS: Add.

1) 4 + 2	2) 3 + 6	3) 2 + 2	4) 5 + 4
5) 0 + 1	6) 2 + 8	7) 1 + 1	8) 3 + 2
9) 0 + 2	10) 3 + 9	11) 4 + 7	12) 5 + 2
13) 1 + 6	14) 0 + 9	15) 2 + 6	16) 4 + 5
17) 5 + 9	18) 1 + 8	19) 2 + 7	20) 3 + 3

C. DIRECTIONS: Add.

1) 2 + 3	2) 1 + 3	3) 4 + 9	4) 5 + 1
5) 0 + 6	6) 5 + 3	7) 4 + 1	8) 5 + 7
9) 2 + 4	10) 2 + 9	11) 1 + 4	12) 5 + 0
13) 4 + 0	14) 0 + 5	15) 2 + 1	16) 5 + 6
17) 1 + 5	18) 4 + 4	19) 0 + 8	20) 2 + 0

SENTENCES

EXAMPLES:

A) 0 + 1 = **1**	B) 1 + 0 = **1**
C) 2 + 1 = **3**	D) 1 + 2 = **3**

A. DIRECTIONS: Add.

1) 4 + 2 = ☐ 2) 2 + 4 = ☐

3) 3 + 5 = ☐ 4) 5 + 3 = ☐

5) 0 + 5 = ☐ 6) 5 + 0 = ☐

7) 5 + 4 = ☐ 8) 4 + 5 = ☐

9) 2 + 0 = ☐ 10) 0 + 2 = ☐

11) 1 + 5 = ☐ 12) 5 + 1 = ☐

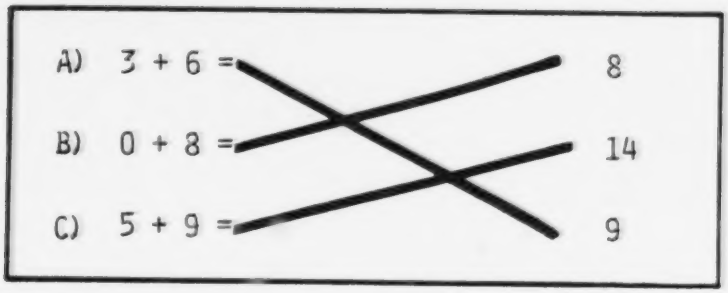
13) 3 + 4 = ☐ 14) 4 + 3 = ☐

15) 2 + 3 = ☐ 16) 3 + 2 = ☐

OBJECTIVE: TO SOLVE ADDITION NUMBER SENTENCES 0-5

28

EXAMPLES:



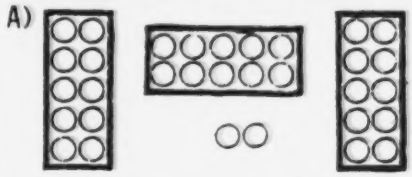
B. DIRECTIONS: Draw a line to the answer.

1)	3 + 3 =	2
2)	4 + 5 =	7
3)	2 + 6 =	0
4)	5 + 2 =	4
5)	0 + 4 =	6
6)	2 + 8 =	3
7)	1 + 2 =	8
8)	0 + 0 =	11
9)	1 + 1 =	10
10)	4 + 7 =	9

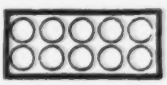
PLACE VALUE

A. DIRECTIONS: A Jiffy Aspirin tin has ten tablets. 1 tin = 1 tens; 1 aspirin = 1 ones. Write the number of tens and ones.

EXAMPLES:

A) 

3 tens **2** ones

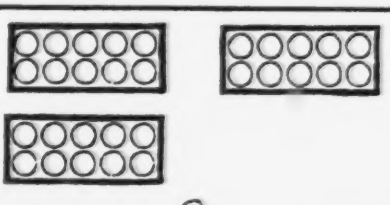
B) 

1 tens **0** ones

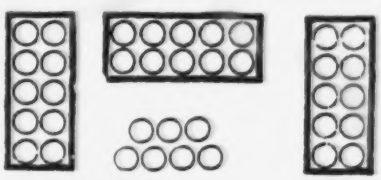
TRY THESE:

1)

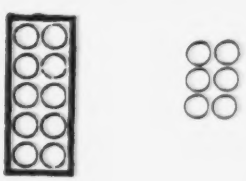
____ tens ____ ones

2) 

____ tens ____ ones

3) 

____ tens ____ ones

4) 

____ tens ____ ones

5)

____ tens ____ ones

6)

____ tens ____ ones

OBJECTIVE: TO DETERMINE PLACE VALUE BY ONES AND TENS

B. DIRECTIONS: Write the place value for each of these numbers.

1) 13 = 1 tens and 3 ones

2) 20 = _____ tens and _____ ones

3) 98 = _____ tens and _____ ones

4) 54 = _____ tens and _____ ones

5) 87 = _____ tens and _____ ones

6) 28 = _____ tens and _____ ones

7) 33 = _____ tens and _____ ones

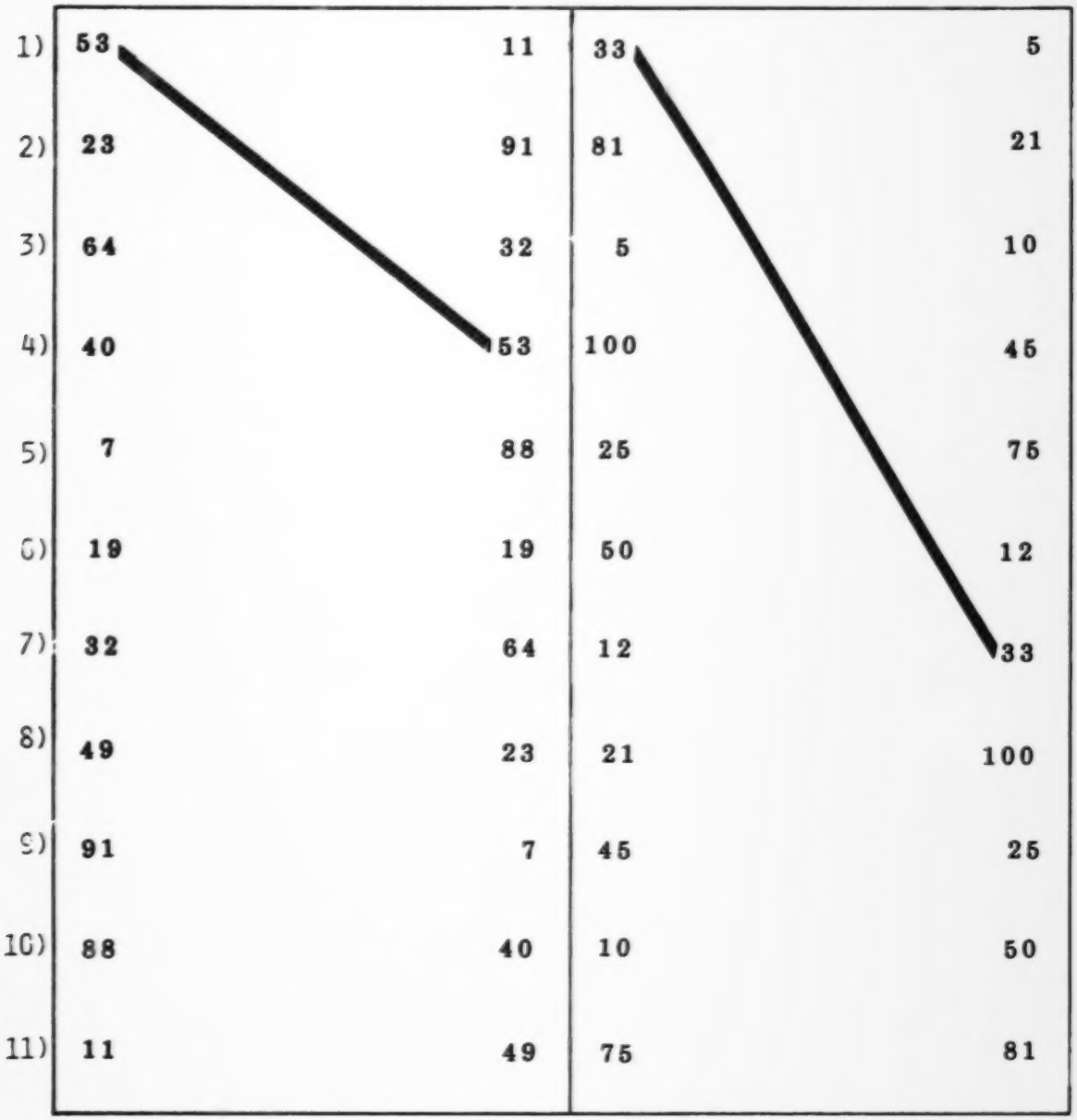
8) 90 = _____ tens and _____ ones

9) 42 = _____ tens and _____ ones

10) 77 = _____ tens and _____ ones

MATCHING NUMBERS

A. DIRECTIONS: Draw a line to the number.



OBJECTIVE: TO RECOGNIZE NUMERALS 0-100

B. DIRECTIONS: Find the numbers that match.

EXAMPLE:

	98	78	(89)	88
89	87	(89)	91	79
	99	86	71	38

1.

	19	77	91	17
17	73	71	92	12
	17	13	11	73

2.

	42	22	41	21
48	44	48	42	14
	24	12	28	43

3.

	25	53	65	67
65	64	63	56	36
	55	35	62	65

4.

	20	23	30	90
30	3	40	10	60
	30	50	100	43

ORDERING NUMBERS 0 - 100

A. DIRECTIONS: Fill in the boxes with numbers 1-100.

1				5	6				
			14			17			
21							28		
		33				37			40
				45					
51							58		
			64	65					
71									
	82							89	
91				95					100

OBJECTIVE: TO SEQUENCE NUMERALS 0-100

84

B. DIRECTIONS: Put these numbers in order.

EXAMPLE:

10, 4, 27, 93, 13, 87, 71
4, 10, 13, 27, 71, 87, 93,

1) 11, 29, 5, 74, 43
__, __, __, __, __

2) 9, 69, 19, 31, 72
__, __, __, __, __

3) 89, 47, 21, 53, 0
__, __, __, __, __

4) 15, 5, 20, 0, 10
__, __, __, __, __

5) 100, 80, 10, 30, 50
__, __, __, __, __

6) 14, 1, 23, 44, 8
__, __, __, __, __

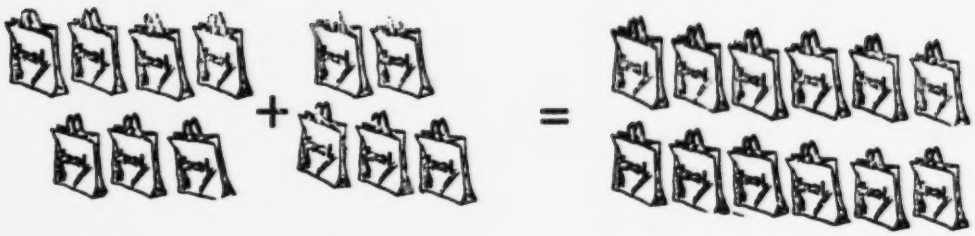
7) 17, 2, 35, 99, 48
__, __, __, __, __

8) 62, 37, 89, 43, 11
__, __, __, __, __

9) 40, 100, 20, 80, 60
__, __, __, __, __

10) 27, 15, 13, 3, 41
__, __, __, __, __

FACTS



7 + 5 = 12

A. DIRECTIONS: Add.

1) 9 +2	2) 8 +6	3) 9 +7	4) 7 +2
5) 8 +9	6) 9 +1	7) 6 +3	8) 7 +1
9) 7 +9	10) 9 +4	11) 6 +9	12) 8 +0
13) 6 +8	14) 6 +0	15) 9 +3	16) 6 +5
17) 6 +1	18) 7 +4	19) 9 +8	20) 8 +3

OBJECTIVE: TO RECALL BASIC ADDITION FACTS FOR NUMBERS 6-10

B. DIRECTIONS: Add.

1) 9 +6	2) 8 +5	3) 7 +3	4) 6 +4
5) 8 +8	6) 8 +4	7) 7 +0	8) 6 +7
9) 7 +6	10) 8 +2	11) 9 +9	12) 8 +7
13) 7 +5	14) 6 +6	15) 9 +0	16) 8 +1
17) 7 +8	18) 9 +5	19) 6 +2	20) 7 +7

C. DIRECTIONS: Add.

1) 3 +1	2) 4 +2	3) 5 +3	4) 5 +1	5) 5 +2
6) 2 +3	7) 0 +3	8) 2 +1	9) 4 +0	10) 2 +2
11) 5 +1	12) 4 +4	13) 2 +5	14) 3 +2	15) 1 +1
16) 2 +6	17) 8 +1	18) 5 +4	19) 0 +0	20) 8 +0
21) 2 +8	22) 2 +7	23) 4 +7	24) 4 +3	25) 5 +9
26) 9 +3	27) 8 +8	28) 3 +6	29) 9 +5	30) 0 +5
31) 9 +1	32) 8 +2	33) 7 +4	34) 6 +9	35) 7 +9

SENTENCES

A. DIRECTIONS: Add.

EXAMPLES:

A) 7 + 2 = **9**	B) 2 + 7 = **9**
C) 6 + 5 = **11**	D) 5 + 6 = **11**

1) 7 + 4 =
2) 4 + 7 =
3) 6 + 3 =
4) 3 + 6 =
5) 9 + 6 =
6) 6 + 9 =
7) 8 + 6 =
8) 6 + 8 =
9) 9 + 1 =
10) 1 + 9 =
11) 7 + 0 =
12) 0 + 7 =
13) 8 + 9 =
14) 9 + 8 =
15) 6 + 2 =
16) 2 + 6 =

OBJECTIVE: TO SOLVE ADDITION NUMBER SENTENCES

B. DIRECTIONS: Add.

EXAMPLES:

A) $\begin{array}{r} 1 \\ +3 \\ \hline 4 \end{array}$ and 1 + 3 = **4**	B) $\begin{array}{r} 6 \\ +4 \\ \hline 10 \end{array}$ and 6 + 4 = **10**
C) $\begin{array}{r} 3 \\ +1 \\ \hline 4 \end{array}$ and 3 + 1 = **4**	D) $\begin{array}{r} 4 \\ +6 \\ \hline 10 \end{array}$ and 4 + 6 = **10**

1) $\begin{array}{r} 5 \\ +8 \end{array}$ and 5 + 8 =

2) $\begin{array}{r} 9 \\ +7 \end{array}$ and 9 + 7 =

3) $\begin{array}{r} 1 \\ +4 \end{array}$ and 1 + 4 =

4) $\begin{array}{r} 0 \\ +6 \end{array}$ and 0 + 6 =

5) $\begin{array}{r} 8 \\ +2 \end{array}$ and 2 + 8 =

6) $\begin{array}{r} 8 \\ +7 \end{array}$ and 8 + 7 =

7) $\begin{array}{r} 3 \\ +4 \end{array}$ and 4 + 3 =

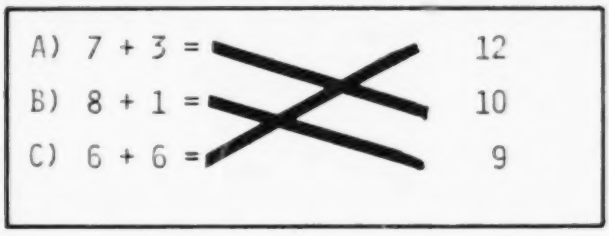
8) $\begin{array}{r} 5 \\ +2 \end{array}$ and 5 + 2 =

9) $\begin{array}{r} 6 \\ +6 \end{array}$ and 6 + 6 =

10) $\begin{array}{r} 9 \\ +3 \end{array}$ and 9 + 3 =

C. DIRECTIONS: Draw a line to the answer.

EXAMPLES:



1)	8 + 8 =	14
2)	6 + 7 =	10
3)	9 + 1 =	18
4)	7 + 8 =	11
5)	6 + 3 =	8
6)	9 + 9 =	13
7)	8 + 4 =	12
8)	7 + 1 =	9
9)	6 + 5 =	15
10)	7 + 7 =	16

D. DIRECTIONS: Complete the box.

1)

(+) Add 9	
EX. 2 + 9	11
1 + 9	
5 + 9	
6 + 9	
4 + 9	

2)

(+) Add 4	
EX. 7 + 4	11
3 + 4	
0 + 4	
9 + 4	
4 + 4	

3)

(+) Add 7	
3 + 7	
7 + 7	
0 + 7	
1 + 7	
8 + 7	

4)

(+) Add 5	
9 + 5	
3 + 5	
7 + 5	
5 + 5	
1 + 5	

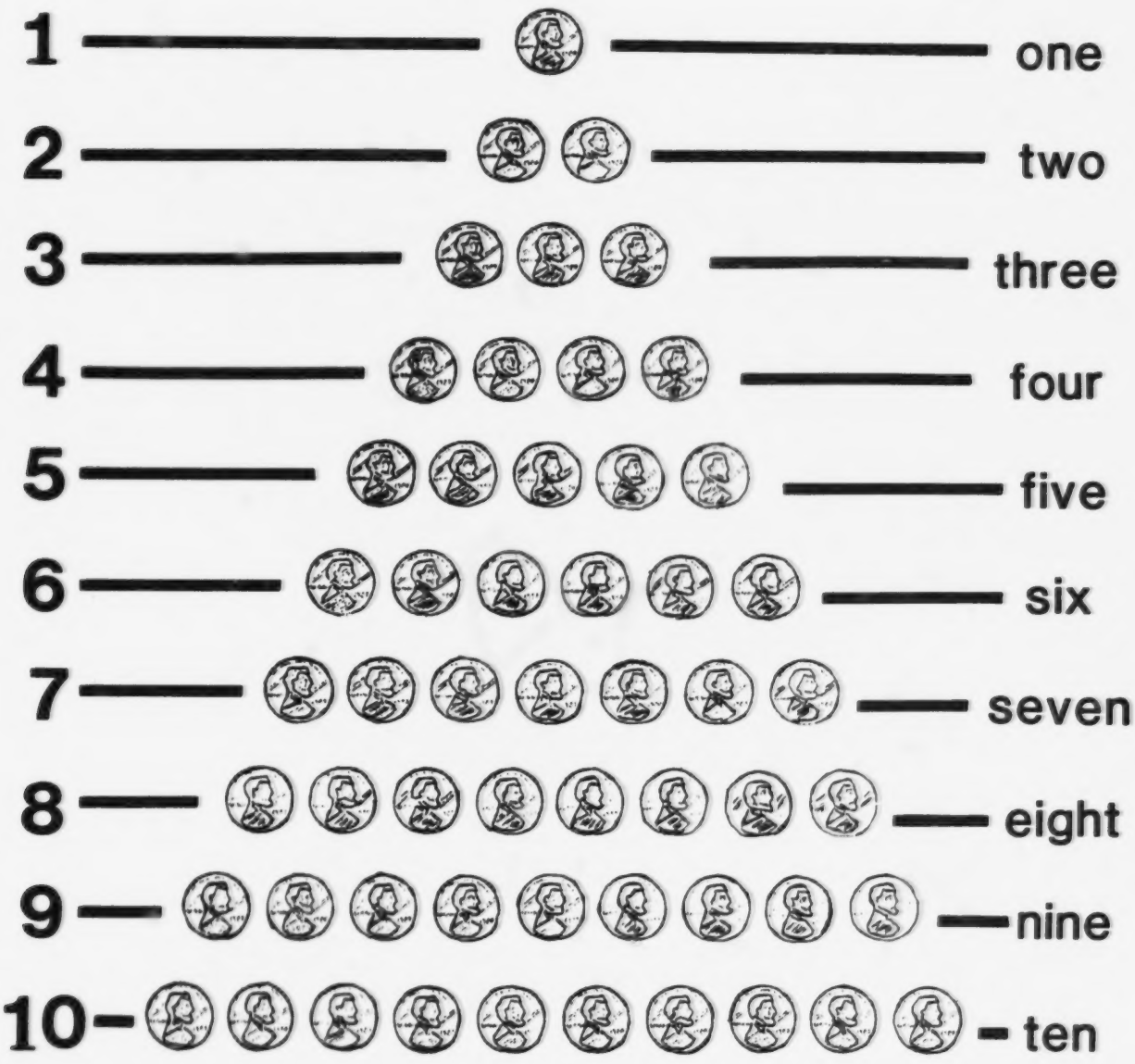
5)

(+) Add 3	
6 + 3	
7 + 3	
4 + 3	
1 + 3	
5 + 3	

6)

(+) Add 8	
8 + 8	
7 + 8	
4 + 8	
9 + 8	
0 + 8	

NUMBERS



OBJECTIVE: TO RECOGNIZE NAMES OF NUMERALS ONE THROUGH TEN

A. DIRECTIONS: Draw a line from the number to its name.

1	six
2	three
3	five
4	eight
5	ten
6	one
7	seven
8	four
9	nine
10	two

B. DIRECTIONS: Write the number next to its name.

EXAMPLE: three **3**

1) ten ____

2) five ____

3) two ____

4) seven ____

5) four ____

6) one ____

7) nine ____

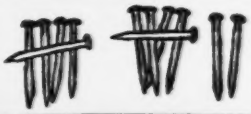
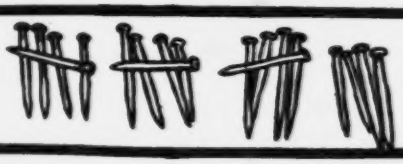
8) six ____

9) eight ____

C. DIRECTIONS: Underline matching numbers.

1)	ten	(a) 1	(b) 10	(c) 5
2)	seven	(a) 7	(b) 1	(c) 9
3)	three	(a) 5	(b) 3	(c) 2
4)	five	(a) 3	(b) 5	(c) 8
5)	nine	(a) 4	(b) 3	(c) 9
6)	six	(a) 6	(b) 9	(c) 5
7)	eight	(a) 6	(b) 4	(c) 8
8)	two	(a) 2	(b) 3	(c) 5
9)	four	(a) 5	(b) 4	(c) 2
10)	one	(a) 9	(b) 7	(c) 1

ELEVEN TO TWENTY

	11	eleven
	12	twelve
	13	thirteen
	14	fourteen
	15	fifteen
	16	sixteen
	17	seventeen
	18	eighteen
	19	nineteen
	20	twenty

46 OBJECTIVE: TO RECOGNIZE NAMES OF NUMERALS ELEVEN THROUGH TWENTY

A. DIRECTIONS: Draw a line from the number to its name.

11	nineteen
12	fifteen
13	seventeen
14	twelve
15	thirteen
16	eleven
17	fourteen
18	sixteen
19	twenty
20	eighteen

B. DIRECTIONS: Write the number next to its name.

EXAMPLE: fourteen **14**

1) twelve _____

2) fifteen _____

3) twenty _____

4) thirteen _____

5) sixteen _____

6) nineteen _____

7) eleven _____

8) eighteen _____

9) seventeen _____

C. DIRECTIONS: Underline matching numbers.

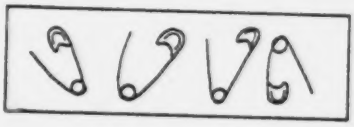
1.	twelve	(a) 13	(b) 11	(c) 12
2.	nineteen	(a) 17	(b) 19	(c) 13
3.	fourteen	(a) 14	(b) 15	(c) 18
4.	eleven	(a) 17	(b) 11	(c) 19
5.	seventeen	(a) 19	(b) 17	(c) 16
6.	fifteen	(a) 15	(b) 16	(c) 12
7.	twenty	(a) 12	(b) 18	(c) 20
8.	thirteen	(a) 12	(b) 13	(c) 15
9.	sixteen	(a) 15	(b) 17	(c) 16
10.	eighteen	(a) 18	(b) 15	(c) 19

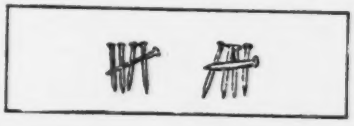
WRITING ONE THROUGH TEN

DIRECTIONS: How many are in each box? Count. Then write the name for the number on the line given.

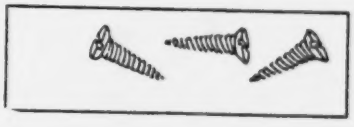
1)

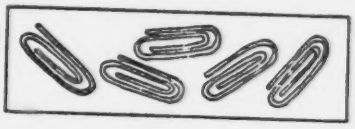
one

2) 

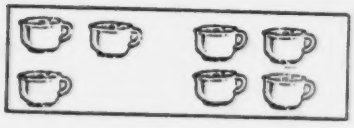
3) 

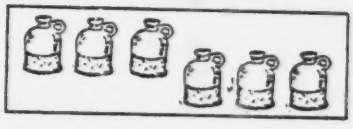
4)

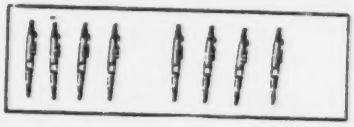
5) 

6) 

7)

8) 

9) 

10) 

OBJECTIVE: TO WRITE NAMES OF NUMERALS ONE THROUGH TEN

WRITING ELEVEN THROUGH TWENTY

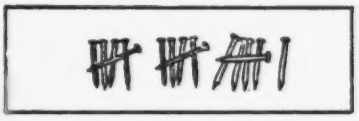
DIRECTIONS: How many are in each box? Count. Then write the name for the number on the line given.

1)

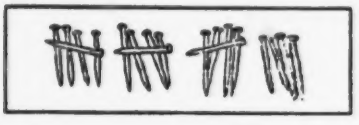
fourteen

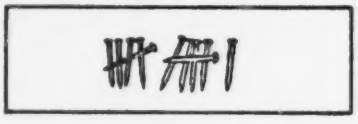
2)

3)

4) 

5)

6) 

7) 

8)

9)

10)

OBJECTIVE: TO WRITE NAMES OF NUMERALS ELEVEN THROUGH TWENTY

READING NAMES OF NUMBERS

A. DIRECTIONS: Write the number.

1)	ten 10	fifteen	four	nine	fourteen
2)	thirteen	eleven	nineteen	twelve	seven
3)	one	eight	twenty	sixteen	five
4)	twenty	thirteen	six	seventeen	three
5)	two	eleven	ten	eighteen	twelve

OBJECTIVE: TO RECOGNIZE NAMES OF NUMERALS ONE THROUGH TWENTY

B. DIRECTIONS: Draw a line to the number.

1)	ten	5
2)	three	17
3)	nine	12
4)	twenty	19
5)	fourteen	11
6)	six	20
7)	five	3
8)	eleven	15
9)	seventeen	4
10)	twelve	6
11)	two	1
12)	thirteen	8
13)	seven	14
14)	nineteen	13
15)	sixteen	10
16)	eight	2
17)	one	18
18)	fifteen	9
19)	four	16
20)	eighteen	7

WRITING NAMES OF NUMBERS

A. DIRECTIONS: Write the name for each number.

1) 15 _____

2) 11 _____

3) 4 _____

4) 18 _____

5) 12 _____

6) 19 _____

7) 20 _____

8) 5 _____

9) 1 _____

10) 2 _____

11) 16 _____

12) 6 _____

13) 8 _____

14) 10 _____

15) 3 _____

16) 14 _____

17) 9 _____

18) 13 _____

19) 7 _____

20) 17 _____

OBJECTIVE: TO WRITE NAMES OF NUMERALS ONE THROUGH TWENTY

B. DIRECTIONS: Write the names for numbers 1-20 in order.

1) _____

2) _____

3) _____

4) _____

5) _____

6) _____

7) _____

8) _____

9) _____

10) _____

11) _____

12) _____

13) _____

14) _____

15) _____

16) _____

17) _____

18) _____

19) _____

20) _____

FIVES AND TENS

A. DIRECTIONS: Count by 5's. Fill in the boxes.

5	10		20
	30		
45			60
	70		
		95	

B. DIRECTIONS: Count by 10's. Fill in the boxes.

10	20			
	70		90	

55 OBJECTIVE: TO COUNT TO 100 BY 5'S AND 10'S

C. DIRECTIONS: Fill in the blanks.

1) 5, ____, 15, ____

2) 30, ____, ____, 60

3) ____, 50, ____, 70

4) 15, 20, ____, ____

5) 45, ____, 55, ____

6) ____, ____, 30, 40

7) 25, ____, ____, 40

8) 85, ____, 95, ____

9) ____, ____, 80, 90

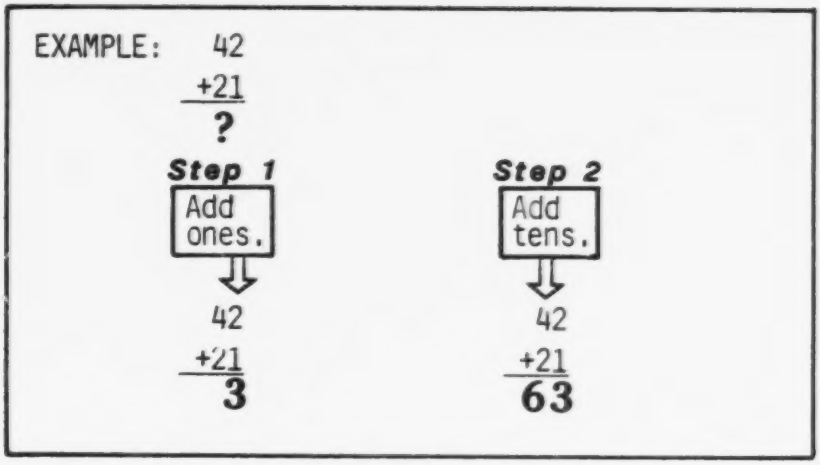
10) 55, 60, ____, ____

11) 25, 20, 15, ____, ____

12) 100, ____, 80, ____, 60

ADDING

A. DIRECTIONS: Add.



1) 26 +33	2) 31 +27	3) 43 +52	4) 17 +22	5) 36 +33
6) 16 +71	7) 42 +22	8) 13 +81	9) 52 +36	10) 62 +26
11) 79 +10	12) 64 +23	13) 15 +82	14) 67 +12	15) 38 +31
16) 13 +43	17) 62 +37	18) 54 +11	19) 14 +65	20) 12 +86

OBJECTIVE: TO FIND SUMS OF 2-DIGIT NUMBERS WITHOUT RENAMING

B. DIRECTIONS: Add

1) 34 + 51	2) 44 + 4	3) 81 + 10	4) 60 + 35
5) 36 + 43	6) 20 + 27	7) 11 + 48	8) 71 + 8
9) 25 + 64	10) 18 + 40	11) 91 + 8	12) 10 + 7
13) 22 + 4	14) 13 + 45	15) 22 + 22	16) 74 + 25
17) 33 + 30	18) 94 + 5	19) 16 + 81	20) 55 + 4

C. DIRECTIONS: Add.

EXAMPLE:

62 + 13 = **?**

$$\begin{array}{r} 62 \\ +\ 13 \\ \hline \mathbf{75} \end{array}$$

62 + 13 = **75**

1) 37 + 52 =

2) 75 + 20 =

3) 46 + 33 =

4) 28 + 61 =

5) 32 + 67 =

6) 19 + 40 =

7) 44 + 44 =

8) 53 + 43 =

9) 80 + 10 =

10) 54 + 32 =

11) 48 + 30 =

12) 24 + 15 =

13) 75 + 14 =

14) 15 + 22 =

15) 43 + 34 =

16) 53 + 25 =

17) 24 + 42 =

18) 71 + 18 =

SUBTRACTION

A. DIRECTIONS: Use a number line to subtract.

EXAMPLE: $\begin{array}{r} 5 \\ -3 \\ \hline ? \end{array}$ Find 5 on the number line below and subtract 3. $\begin{array}{r} 5 \\ -3 \\ \hline 2 \end{array}$

1. $\begin{array}{r} 4 \\ -3 \\ \hline \end{array}$ 0 1 2 3 4 5

2. $\begin{array}{r} 3 \\ -2 \\ \hline \end{array}$ 0 1 2 3 4 5

3. $\begin{array}{r} 1 \\ -1 \\ \hline \end{array}$ 0 1 2 3 4 5

4. $\begin{array}{r} 2 \\ -1 \\ \hline \end{array}$ 0 1 2 3 4 5

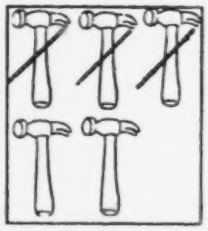
5. $\begin{array}{r} 5 \\ -4 \\ \hline \end{array}$ 0 1 2 3 4 5

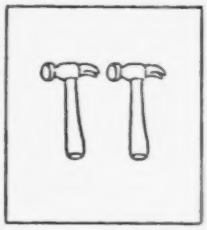
OBJECTIVE: TO DEMONSTRATE THE CONCEPT OF SUBTRACTION

B. DIRECTIONS: How many are you taking away? Cross off the number you are taking away in each box.

EXAMPLE:

$$\begin{array}{r} 5 \\ -\ 3 \\ \hline ? \end{array}$$





$$\begin{array}{r} 5 \\ -\ 3 \\ \hline 2 \end{array}$$

1) $\begin{array}{r} 4 \\ -\ 3 \\ \hline \end{array}$

2) $\begin{array}{r} 5 \\ -\ 5 \\ \hline \end{array}$

3) $\begin{array}{r} 3 \\ -\ 2 \\ \hline \end{array}$

4) $\begin{array}{r} 1 \\ -\ 0 \\ \hline \end{array}$

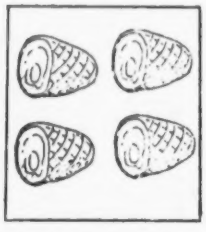
5) $\begin{array}{r} 4 \\ -\ 2 \\ \hline \end{array}$

6) $\begin{array}{r} 5 \\ -\ 2 \\ \hline \end{array}$

7) $\begin{array}{r} 2 \\ -\ 1 \\ \hline \end{array}$

8) $\begin{array}{r} 3 \\ -\ 3 \\ \hline \end{array}$

9) $\begin{array}{r} 4 \\ -\ 1 \\ \hline \end{array}$



PRACTICING SUBTRACTION FACTS

5 - 3 = 2

DIRECTIONS: Subtract.

1) 1 − 1	2) 4 − 2	3) 5 − 0	4) 3 − 3
5) 3 − 2	6) 4 − 1	7) 5 − 2	8) 2 − 0
9) 4 − 3	10) 1 − 0	11) 5 − 3	12) 3 − 1
13) 2 − 1	14) 4 − 4	15) 3 − 0	16) 5 − 1
17) 4 − 0	18) 5 − 4	19) 5 − 5	20) 2 − 2

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OBJECTIVE: TO RECALL BASIC SUBTRACTION FACTS FOR 0-5

NUMBER SENTENCES

5 - 3 = 2

DIRECTIONS: Subtract.

1) 5 - 4 = _____

2) 4 - 1 = _____

3) 4 - 2 = _____

4) 2 - 1 = _____

5) 3 - 2 = _____

6) 5 - 3 = _____

7) 1 - 1 = _____

8) 4 - 4 = _____

9) 5 - 2 = _____

10) 0 - 0 = _____

11) 2 - 2 = _____

12) 5 - 5 = _____

13) 3 - 1 = _____

14) 4 - 3 = _____

OBJECTIVE: TO SOLVE SUBTRACTION NUMBER SENTENCES

PLACE VALUE

A. DIRECTIONS: A Jiffy Aspirin bottle has 100 aspirins. 1 bottle = 1 hundreds; 1 tin = 1 tens; 1 aspirin = 1 ones. Count the hundreds, tens, and ones.

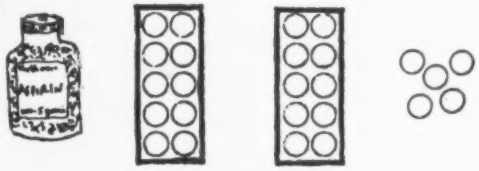
EXAMPLES:

A)

1 hundreds **0** tens **1** ones

B)

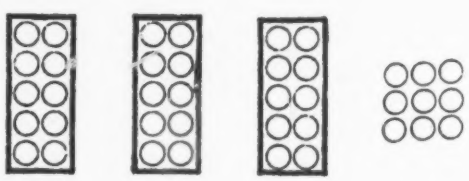
2 hundreds **1** tens **6** ones

1) 

_____ hundreds _____ tens _____ ones

2)

_____ hundreds _____ tens _____ ones

3) 

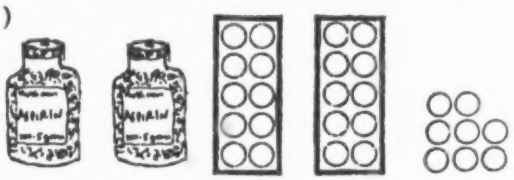
_____ hundreds _____ tens _____ ones

4)

_____ hundreds _____ tens _____ ones

5)

_____ hundreds _____ tens _____ ones

6) 

_____ hundreds _____ tens _____ ones

OBJECTIVE: TO DETERMINE PLACE VALUE THROUGH HUNDREDS

B. DIRECTIONS: Write the place value.

EXAMPLES: A) 347 = 3 hundreds 4 tens 7 ones

B) 804 = 8 hundreds 0 tens 4 ones

1) 382 = _____ hundreds _____ tens _____ ones

2) 143 = _____ hundreds _____ tens _____ ones

3) 258 = _____ hundreds _____ tens _____ ones

4) 127 = _____ hundreds _____ tens _____ ones

5) 612 = _____ hundreds _____ tens _____ ones

6) 503 = _____ hundreds _____ tens _____ ones

7) 815 = _____ hundreds _____ tens _____ ones

8) 541 = _____ hundreds _____ tens _____ ones

9) 762 = _____ hundreds _____ tens _____ ones

10) 980 = _____ hundreds _____ tens _____ ones

11) 415 = _____ hundreds _____ tens _____ ones

12) 689 = _____ hundreds _____ tens _____ ones

13) 707 = _____ hundreds _____ tens _____ ones

14) 300 = _____ hundreds _____ tens _____ ones

15) 491 = _____ hundreds _____ tens _____ ones

C. DIRECTIONS: Add.

EXAMPLES:

A)

hundreds	tens	ones
3	4	8
+ 6	5	1
9	**9**	**9**

B)

hundreds	tens	ones
5	0	7
+ 4	9	0
9	**9**	**7**

1)

hundreds	tens	ones
4	8	7
+ 3	1	2

2)

hundreds	tens	ones
7	6	4
+ 1	1	4

3)

hundreds	tens	ones
8	6	5
+ 9	2	2

4)

hundreds	tens	ones
3	4	5
+ 5	2	1

5)

hundreds	tens	ones
9	0	9
+	9	0

6)

hundreds	tens	ones
5	7	0
+ 1	0	8

7)

hundreds	tens	ones
6	1	1
+ 2	6	7

8)

hundreds	tens	ones
1	2	1
+ 4	5	1

9)

	hundreds	tens	ones
	7	2	7
+	2	4	0

10)

	hundreds	tens	ones
	2	8	1
+	4	1	7

11)

	hundreds	tens	ones
	5	7	4
+	4	2	1

12)

	hundreds	tens	ones
	6	0	5
+	3	9	2

13)

	hundreds	tens	ones
	9	4	3
+	1	5	2

14)

	hundreds	tens	ones
	3	3	6
+	5	6	3

15)

	hundreds	tens	ones
	4	5	2
+	2	1	6

16)

	hundreds	tens	ones
	1	1	0
+	8	7	9

17)

	hundreds	tens	ones
		6	7
+	9	3	1

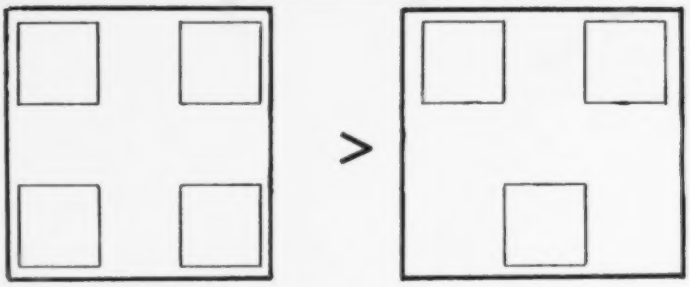
18)

	hundreds	tens	ones
	1	4	2
+	8	0	1

GREATER THAN AND LESS THAN

EXAMPLES:

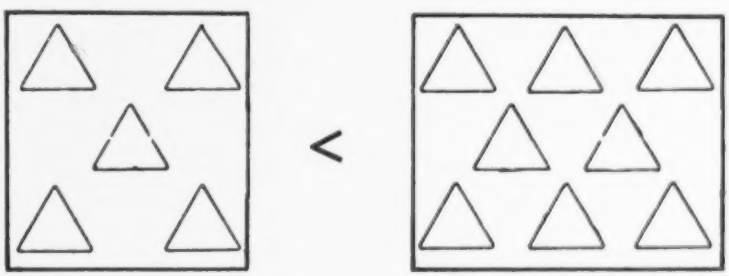
A.



or 4 > 3

This sign > means greater than.
We could say that 4 is greater
than 3 or 4 > 3.

B.



or 5 < 8

This sign < means less than.
We could say that 5 is less than
8 or 5 < 8.

OBJECTIVE: TO RECOGNIZE GREATER THAN AND LESS THAN

A. DIRECTIONS: Circle the number that is larger.

1)	(21) 12	71 45	13 31	30 64	100 90
2)	10 8	92 58	0 11	88 78	16 22
3)	20 40	53 35	73 63	18 81	49 50
4)	97 19	67 83	97 100	75 76	14 41
5)	43 79	22 35	2 1	30 31	51 15

B. DIRECTIONS: Circle the number that is smaller.

1)	42 (24)	23 12	14 41	18 84	52 62	37 73
2)	5 7	90 50	16 19	8 6	93 59	4 9
3)	37 45	10 11	98 100	17 25	0 3	60 50
4)	27 72	53 84	31 12	46 24	62 79	17 13
5)	20 10	90 100	98 89	72 95	39 27	18 42

C. DIRECTIONS: Circle the correct sign. The first one is done for you.

1) 6 is > or (<) 15

2) 46 is > or < 19

3) 37 is > or < 50

4) 100 is > or < 62

5) 11 is > or < 16

6) 98 is > or < 43

7) 56 is > or < 89

8) 77 is > or < 17

9) 83 is > or < 100

10) 69 is > or < 96

D. DIRECTIONS: Place > or < in the blanks.

1) 73 _<_ 89

2) 40 ____ 39

3) 8 ____ 18

4) 100 ____ 24

5) 95 ____ 100

6) 4 ____ 0

7) 62 ____ 74

8) 56 ____ 42

9) 87 ____ 90

10) 34 ____ 43

ADDING THREE DIGITS

A. DIRECTIONS: Add.

EXAMPLE: Find the sum $\begin{array}{r} 837 \\ +162 \\ \hline ? \end{array}$

Step 1 Add ones.

$\begin{array}{r} 837 \\ +162 \\ \hline 9 \end{array}$

Step 2 Add tens.

$\begin{array}{r} 837 \\ +162 \\ \hline 99 \end{array}$

Step 3 Add hundreds.

$\begin{array}{r} 837 \\ +\ 162 \\ \hline 999 \end{array}$

1) $\begin{array}{r} 702 \\ +\ 95 \end{array}$	2) $\begin{array}{r} 444 \\ +53 \end{array}$	3) $\begin{array}{r} 360 \\ +28 \end{array}$	4) $\begin{array}{r} 155 \\ +43 \end{array}$	5) $\begin{array}{r} 906 \\ +32 \end{array}$
6) $\begin{array}{r} 537 \\ +261 \end{array}$	7) $\begin{array}{r} 301 \\ +675 \end{array}$	8) $\begin{array}{r} 215 \\ +534 \end{array}$	9) $\begin{array}{r} 111 \\ +213 \end{array}$	10) $\begin{array}{r} 412 \\ +586 \end{array}$
11) $\begin{array}{r} 214 \\ +512 \end{array}$	12) $\begin{array}{r} 381 \\ +312 \end{array}$	13) $\begin{array}{r} 612 \\ +244 \end{array}$	14) $\begin{array}{r} 129 \\ +350 \end{array}$	15) $\begin{array}{r} 316 \\ +623 \end{array}$
16) $\begin{array}{r} 812 \\ +167 \end{array}$	17) $\begin{array}{r} 259 \\ +740 \end{array}$	18) $\begin{array}{r} 507 \\ +252 \end{array}$	19) $\begin{array}{r} 384 \\ +505 \end{array}$	20) $\begin{array}{r} 189 \\ +200 \end{array}$
21) $\begin{array}{r} 461 \\ +128 \end{array}$	22) $\begin{array}{r} 643 \\ +346 \end{array}$	23) $\begin{array}{r} 705 \\ +282 \end{array}$	24) $\begin{array}{r} 612 \\ +207 \end{array}$	25) $\begin{array}{r} 434 \\ +544 \end{array}$

OBJECTIVE: TO FIND SUMS OF 3 DIGIT NUMBERS WITHOUT RENAMING

B. DIRECTIONS: Add.

1) 812 + 34 =

2) 902 + 97 =

3) 545 + 33 =

4) 322 + 540 =

5) 721 + 144 =

6) 239 + 450 =

7) 198 + 600 =

8) 658 + 341 =

9) 481 + 417 =

10) 919 + 60 =

11) 609 + 260 =

12) 241 + 251 =

13) 555 + 324 =

14) 708 + 91 =

15) 265 + 732 =

16) 700 + 298 =

17) 302 + 511 =

18) 474 + 423 =

19) 632 + 362 =

20) 907 + 81 =

21) 630 + 259 =

FACTS 6 - 10

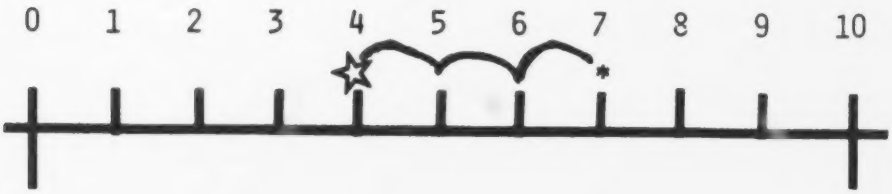
A. DIRECTIONS: Using the number line below, solve the following subtraction facts.

EXAMPLE:

$$\begin{array}{r} 7 \\ -3 \\ \hline ? \end{array}$$

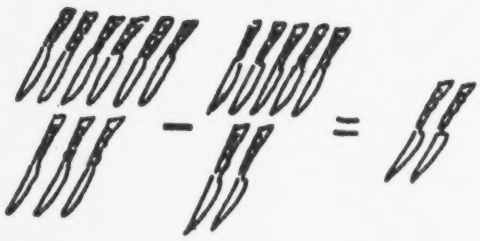
Find 7 on the number line and take away 3.

$$\begin{array}{r} 7 \\ -3 \\ \hline 4 \end{array}$$



1) $\begin{array}{r} 9 \\ -7 \end{array}$	2) $\begin{array}{r} 8 \\ -4 \end{array}$	3) $\begin{array}{r} 9 \\ -2 \end{array}$	4) $\begin{array}{r} 8 \\ -3 \end{array}$
5) $\begin{array}{r} 7 \\ -4 \end{array}$	6) $\begin{array}{r} 6 \\ -0 \end{array}$	7) $\begin{array}{r} 9 \\ -3 \end{array}$	8) $\begin{array}{r} 6 \\ -5 \end{array}$
9) $\begin{array}{r} 8 \\ -3 \end{array}$	10) $\begin{array}{r} 8 \\ -7 \end{array}$	11) $\begin{array}{r} 9 \\ -5 \end{array}$	12) $\begin{array}{r} 8 \\ -2 \end{array}$
13) $\begin{array}{r} 9 \\ -0 \end{array}$	14) $\begin{array}{r} 7 \\ -3 \end{array}$	15) $\begin{array}{r} 6 \\ -3 \end{array}$	16) $\begin{array}{r} 7 \\ -0 \end{array}$
17) $\begin{array}{r} 9 \\ -8 \end{array}$	18) $\begin{array}{r} 10 \\ -1 \end{array}$	19) $\begin{array}{r} 8 \\ -6 \end{array}$	20) $\begin{array}{r} 7 \\ -1 \end{array}$

74 OBJECTIVE: TO RECALL BASIC SUBTRACTION FACTS FOR NUMBERS 6-10



9 - 7 = 2

B. DIRECTIONS: Subtract.

1) 6 - 3	2) 8 - 5	3) 9 - 4	4) 7 - 3
5) 9 - 2	6) 7 - 7	7) 6 - 5	8) 6 - 2
9) 7 - 6	10) 8 - 3	11) 7 - 1	12) 9 - 8
13) 8 - 4	14) 7 - 2	15) 9 - 3	16) 8 - 1
17) 6 - 0	18) 8 - 6	19) 9 - 9	20) 7 - 4

C. DIRECTIONS: Subtract.

1) 9 - 1	2) 8 - 7	3) 6 - 6	4) 9 - 3
5) 6 - 0	6) 9 - 5	7) 8 - 4	8) 7 - 0
9) 8 - 2	10) 7 - 6	11) 8 - 0	12) 9 - 7
13) 6 - 1	14) 9 - 6	15) 7 - 4	16) 6 - 2
17) 7 - 5	18) 9 - 0	19) 8 - 8	20) 6 - 5

MORE NUMBER SENTENCES

A. DIRECTIONS: Subtract.

EXAMPLES:

(A)	(B)
9 − 5 = 4	7 − 2 = 5
(C)	(D)
8 − 6 = 2	6 − 3 = 3

1) 8 - 4 = ____ 2) 9 - 9 = ____ 3) 8 - 5 = ____

4) 6 - 5 = ____ 5) 7 - 4 = ____ 6) 9 - 7 = ____

7) 9 - 2 = ____ 8) 8 - 3 = ____ 9) 7 - 7 = ____

10) 7 - 6 = ____ 11) 9 - 8 = ____ 12) 8 - 0 = ____

13) 8 - 2 = ____ 14) 6 - 1 = ____ 15) 9 - 4 = ____

OBJECTIVE: TO SOLVE SUBTRACTION NUMBER SENTENCES

B. DIRECTIONS: Subtract.

1) 7 - 4 = ____	2) 9 - 2 = ____	3) 8 - 5 = ____
4) 9 - 9 = ____	5) 8 - 4 = ____	6) 7 - 1 = ____
7) 6 - 3 = ____	8) 8 - 7 = ____	9) 10 - 8 = ____
10) 7 - 5 = ____	11) 9 - 6 = ____	12) 8 - 2 = ____
13) 9 - 4 = ____	14) 7 - 2 = ____	15) 6 - 1 = ____

C. DIRECTIONS: Add or subtract.

EXAMPLES:

A) 2 + 1 = **3**	B) 3 - 2 = **1**
C) 1 + 2 = **3**	D) 3 - 1 = **2**

1)	5 + 3 =	8 - 5 =
	3 + 5 =	8 - 3 =

2)	9 + 4 =	13 - 9 =
	4 + 9 =	13 - 4 =

3)	8 + 4 =	12 - 8 =
	4 + 8 =	12 - 4 =

4)

7 + 9 =	16 - 7 =
9 + 7 =	16 - 9 =

5)

9 + 8 =	17 - 9 =
8 + 9 =	17 - 8 =

6)

6 + 7 =	13 - 6 =
7 + 6 =	13 - 7 =

7)

5 + 7 =	12 - 5 =
7 + 5 =	12 - 7 =

8)

9 + 2 =	11 - 9 =
2 + 9 =	11 - 2 =

9)

8 + 6 =	14 - 8 =
6 + 8 =	14 - 6 =

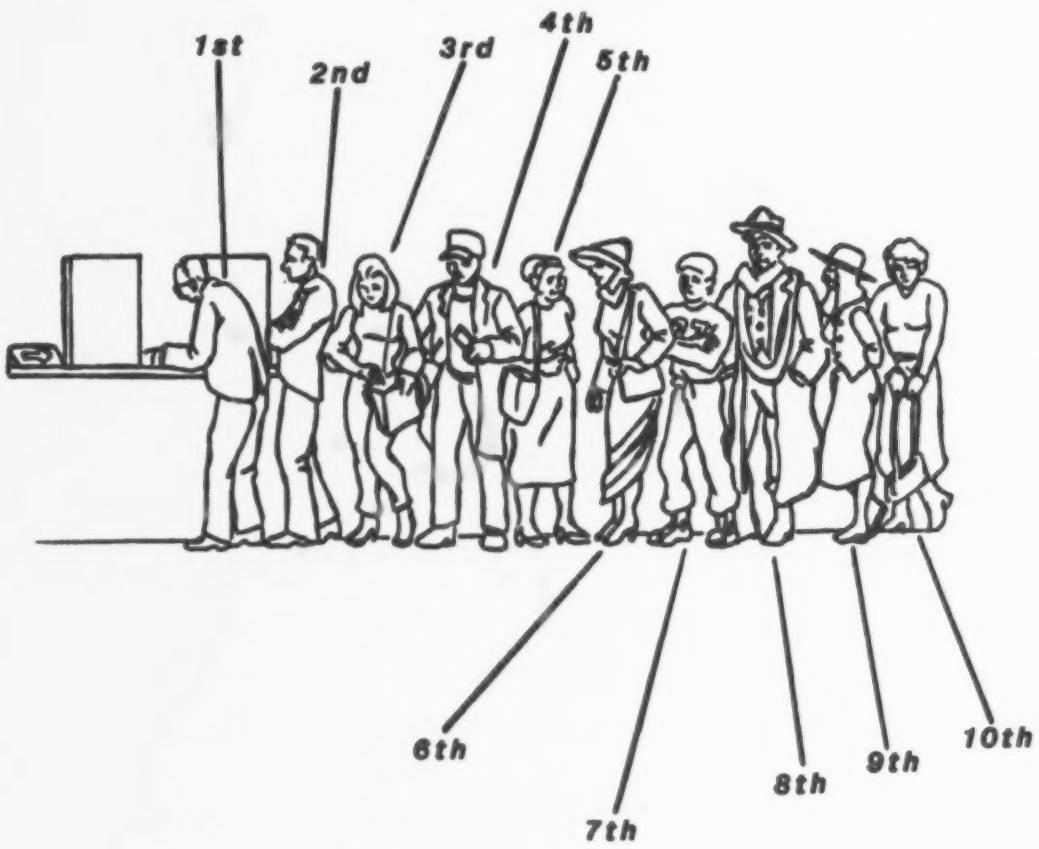
10)

3 + 8 =	11 - 3 =
8 + 3 =	11 - 8 =

11)

9 + 6 =	15 - 9 =
6 + 9 =	15 - 6 =

ORDINALS FOR ORDERING



OBJECTIVE: TO RECOGNIZE ORDINAL NUMBERS 1ST THROUGH 10TH

A. DIRECTIONS: Put these numbers in order.

1. 9th, 6th, 5th, 8th, 7th _____

2. 2nd, 1st, 4th, 5th, 3rd _____

3. 6th, 8th, 10th, 9th, 7th _____

4. 3rd, 6th, 5th, 4th, 2nd _____

5. 8th, 5th, 7th, 4th, 6th _____

B. DIRECTIONS: Fill in the missing numbers.

1. 1st, _____, _____, 4th, _____, _____

2. 10th, _____, _____, 7th, _____, _____, 4th

3. 5th, _____, 7th, _____, _____, _____

4. 6th, _____, _____, 3rd, _____, _____

5. 2nd, _____, _____, 5th, _____, _____

PLACE VALUE THROUGH THOUSANDS

A. DIRECTIONS: Add.

EXAMPLES:

A)

thousands	hundreds	tens	ones
3	5	1	4
+ 2	3	2	0
5,	**8**	**3**	**4**

B)

thousands	hundreds	tens	ones
2	4	1	5
+ 6	3	2	2
8,	**7**	**3**	**7**

1)

thousands	hundreds	tens	ones
5	6	9	4
+	2	0	4

2)

thousands	hundreds	tens	ones
4	3	6	5
+ 2	1	0	4

3)

thousands	hundreds	tens	ones
6	3	1	9
+ 2	7	5	0

4)

thousands	hundreds	tens	ones
8	4	1	3
+	4	0	6

5)

thousands	hundreds	tens	ones
7	9	4	1
+ 2	0	5	3

6)

thousands	hundreds	tens	ones
2	6	4	3
+	1	2	3

7)

thousands	hundreds	tens	ones
1	0	4	8
+ 8	0	3	1

8)

thousands	hundreds	tens	ones
1	2	3	4
+ 7	2	5	4

OBJECTIVE: TO DETERMINE PLACE VALUE THROUGH THOUSANDS

B. DIRECTIONS: Add.

1) thousands hundreds tens ones

+ 3	4	6	9
	5	2	0

2) thousands hundreds tens ones

+ 9	8	5	6
	1	3	1

3) thousands hundreds tens ones

+ 5	0	0	6
2	8	9	3

4) thousands hundreds tens ones

+ 2	0	1	0
7	8	1	6

5) thousands hundreds tens ones

+ 1	3	7	2
4	3	2	4

6) thousands hundreds tens ones

+ 6	2	7	2
	3	0	2

7) thousands hundreds tens ones

+ 8	4	1	3
	2	7	5

8) thousands hundreds tens ones

+ 6	2	7	2
	5	0	3

9) thousands hundreds tens ones

+ 2	0	2	1
2	3	6	5

10) thousands hundreds tens ones

+ 1	2	3	0
8	7	6	9

RENAMING WITH ADDITION

DIRECTIONS: Add.

EXAMPLES:

$$\begin{array}{r} 58 \\ +\ 7 \\ \hline ? \end{array}$$

Step 1

Add ones. Write the ones in the ones place and carry the tens to the tens place.

Step 2

Add tens and the number that was carried to the tens place.

$$\begin{array}{r} {\scriptstyle 1} \\ 58 \\ +\ 7 \\ \hline 5 \end{array} \qquad \begin{array}{r} {\scriptstyle 1} \\ 58 \\ +\ 7 \\ \hline 65 \end{array}$$

$$\begin{array}{r} 78 \\ +15 \\ \hline ? \end{array}$$

Step 1

Add ones. Write the ones in the ones place and carry the tens to the tens place.

Step 2

Add tens and the number that was carried to the tens place.

$$\begin{array}{r} {\scriptstyle 1} \\ 78 \\ +\ 15 \\ \hline 3 \end{array} \qquad \begin{array}{r} {\scriptstyle 1} \\ 78 \\ +\ 15 \\ \hline 93 \end{array}$$

PRACTICE: Add and trace the answers.

A) $\begin{array}{r} 37 \\ +\ 43 \\ \hline 80 \end{array}$ B) $\begin{array}{r} 28 \\ +\ 42 \\ \hline 70 \end{array}$ C) $\begin{array}{r} 36 \\ +\ 9 \\ \hline 45 \end{array}$

TRY THESE: Add. Check your answers.

D) $\begin{array}{r} 67 \\ +\ 5 \\ \hline \end{array}$ E) $\begin{array}{r} 49 \\ +\ 38 \\ \hline \end{array}$ F) $\begin{array}{r} 15 \\ +\ 8 \\ \hline \end{array}$

answers: D) 72 E) 87 F) 23

OBJECTIVE: TO DEMONSTRATE RENAMING WITH ADDITION

RENAMING WITH TWO DIGITS

A. DIRECTIONS: Add.

1) 39 + 9	2) 58 + 6	3) 72 + 8	4) 17 + 5
5) 65 + 9	6) 28 + 9	7) 43 + 7	8) 87 + 9
9) 24 + 29	10) 82 + 9	11) 71 + 9	12) 26 + 19
13) 88 + 5	14) 75 + 5	15) 29 + 64	16) 53 + 37
17) 54 + 8	18) 46 + 46	19) 68 + 27	20) 47 + 55

OBJECTIVE: TO FIND SUMS OF 2-DIGIT NUMBERS WITH RENAMING

B. DIRECTIONS: Add.

1) 57 + 8	2) 37 + 54	3) 19 + 47	4) 28 + 6
5) 76 + 15	6) 87 + 3	7) 24 + 9	8) 44 + 38
9) 55 + 29	10) 16 + 29	11) 33 + 69	12) 77 + 56
13) 89 + 11	14) 25 + 8	15) 59 + 35	16) 79 + 19
17) 14 + 67	18) 88 + 8	19) 73 + 17	20) 65 + 29

C. DIRECTIONS: Add.

1) 68 + 26 = _____

2) 41 + 9 = _____

3) 49 + 17 = _____

4) 66 + 28 = _____

5) 26 + 59 = _____

6) 53 + 27 = _____

7) 18 + 44 = _____

8) 77 + 17 = _____

9) 53 + 9 = _____

10) 15 + 35 = _____

11) 88 + 18 = _____

12) 8 + 64 = _____

13) 27 + 23 = _____

14) 22 + 59 = _____

15) 12 + 78 = _____

16) 48 + 33 = _____

D. DIRECTIONS: Add and underline the answer.

EXAMPLES:	A) 79 + 18 = ?	(a) **79**	(b) **97**
	B) 46 + 39 = ?	(a) **85**	(b) **84**

1) 48 + 23 = (a) 71 (b) 81

2) 68 + 8 = (a) 67 (b) 76

3) 5 + 67 = (a) 71 (b) 72

4) 17 + 68 = (a) 85 (b) 84

5) 24 + 67 = (a) 90 (b) 91

6) 58 + 39 = (a) 97 (b) 98

7) 41 + 19 = (a) 60 (b) 69

8) 36 + 7 = (a) 43 (b) 42

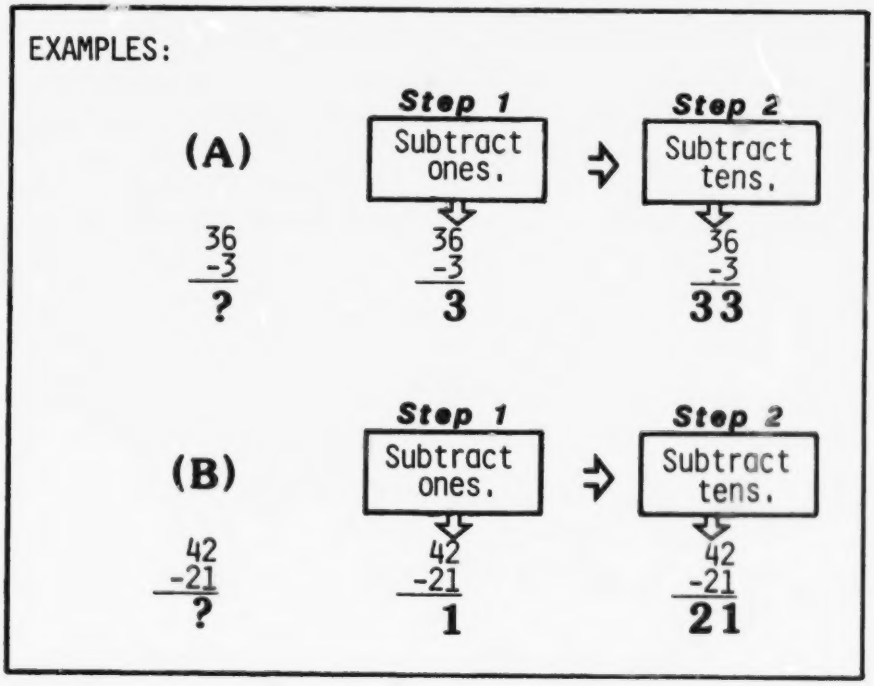
9) 55 + 26 = (a) 91 (b) 81

10) 12 + 38 = (a) 50 (b) 40

11) 37 + 47 = (a) 84 (b) 74

SUBTRACTING WITH TWO DIGITS

A. DIRECTIONS: Subtract.



1) 27 - 6	2) 19 - 6	3) 14 - 3	4) 79 - 8	5) 64 - 4
6) 58 -34	7) 83 -62	8) 99 -73	9) 31 -21	10) 75 -14
11) 33 -33	12) 67 -45	13) 84 -80	14) 72 -51	15) 43 -32

OBJECTIVE: TO FIND DIFFERENCES OF 2-DIGIT NUMBERS WITHOUT RENAMING

B. DIRECTIONS: Subtract.

1) 39 − 9	2) 58 − 6	3) 84 − 62	4) 30 − 10
5) 46 − 23	6) 93 − 61	7) 19 − 8	8) 87 − 54
9) 33 − 20	10) 44 − 13	11) 67 − 45	12) 27 − 6
13) 55 − 43	14) 37 − 6	15) 58 − 30	16) 69 − 59
17) 18 − 17	18) 25 − 14	19) 25 − 2	20) 71 − 50

C. DIRECTIONS: Subtract.

EXAMPLE:

53 - 41 = **?**

$$\begin{array}{r} 53 \\ -\ 41 \\ \hline \mathbf{12} \end{array}$$

53 - 41 = **12**

1) 23 - 13 =

2) 18 - 6 =

3) 27 - 7 =

4) 87 - 46 =

5) 68 - 34 =

6) 54 - 4 =

7) 59 - 38 =

8) 16 - 5 =

9) 79 - 39 =

10) 42 - 20 =

11) 28 - 27 =

12) 66 - 60 =

13) 93 - 61 =

14) 87 - 53 =

15) 97 - 21 =

16) 31 - 10 =

17) 49 - 35 =

18) 13 - 11 =

19) 17 - 14 =

20) 35 - 23 =

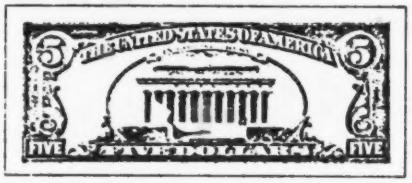
21) 82 - 31 =

MONEY

 1¢ or $.01 penny or one cent	 5¢ or $.05 nickel or five cents	 10¢ or $.10 dime or ten cents
 25¢ or $.25 quarter or twenty-five cents	 50¢ or $.50 half-dollar or fifty cents	 $1.00 or $1 one dollar

OBJECTIVE: TO RECOGNIZE COMMON MONEY VALUES

$1.00 or $1
one dollar



$5.00 or $5
five dollars

$10.00 or $10
ten dollars

$20.00 or $20
twenty dollars

A. DIRECTIONS: Draw a line to the amount.

1)

2)

3)

4)

5)

6)

7)

5¢

10¢

$1.00

five dollars

50¢

$.01

quarter

B. DIRECTIONS: Draw a line under the amount.

1) a) 5¢ b) $.03

2) a) 6¢ b) $.05

3) a) twenty cents b) $.02

4) a) $.25 b) 50¢

5) a) one dollar b) $10.00

6)

a) $.85

b) 75¢

7)

a) forty dollars

b) $20

8)

a) 35¢

b) $.50

9)

a) $21

b) $12.00

C. DIRECTIONS: Find the right amount.

1) 3 nickels and 4 pennies = **$.19**

2) 5 dimes, 1 nickel and 3 pennies = _____

3) 2 dimes and 5 nickels = _____

4) 1 quarter, 2 nickels and 6 pennies = _____

5) 1 half-dollar, 2 quarters, 1 dime and 1 penny = _____

6) 3 dollars, 3 quarters. 4 nickels and 9 pennies = _____

7) 8 quarters, 7 dimes and 4 pennies = _____

8) 9 nickels and 20 pennies = _____

9) 2 half-dollars, 3 quarters and 1 nickel = _____

10) 3 quarters, 6 dimes, 2 nickels and 1 penny = _____

11) 4 half-dollars, 5 quarters and 6 nickels = _____

12) 5 dollars, 3 half-dollars and 7 quarters = _____

13) 4 dollars, 5 half-dollars and 9 nickels = _____

14) 8 quarters, 10 dimes, 20 nickels and 100 pennies = _____

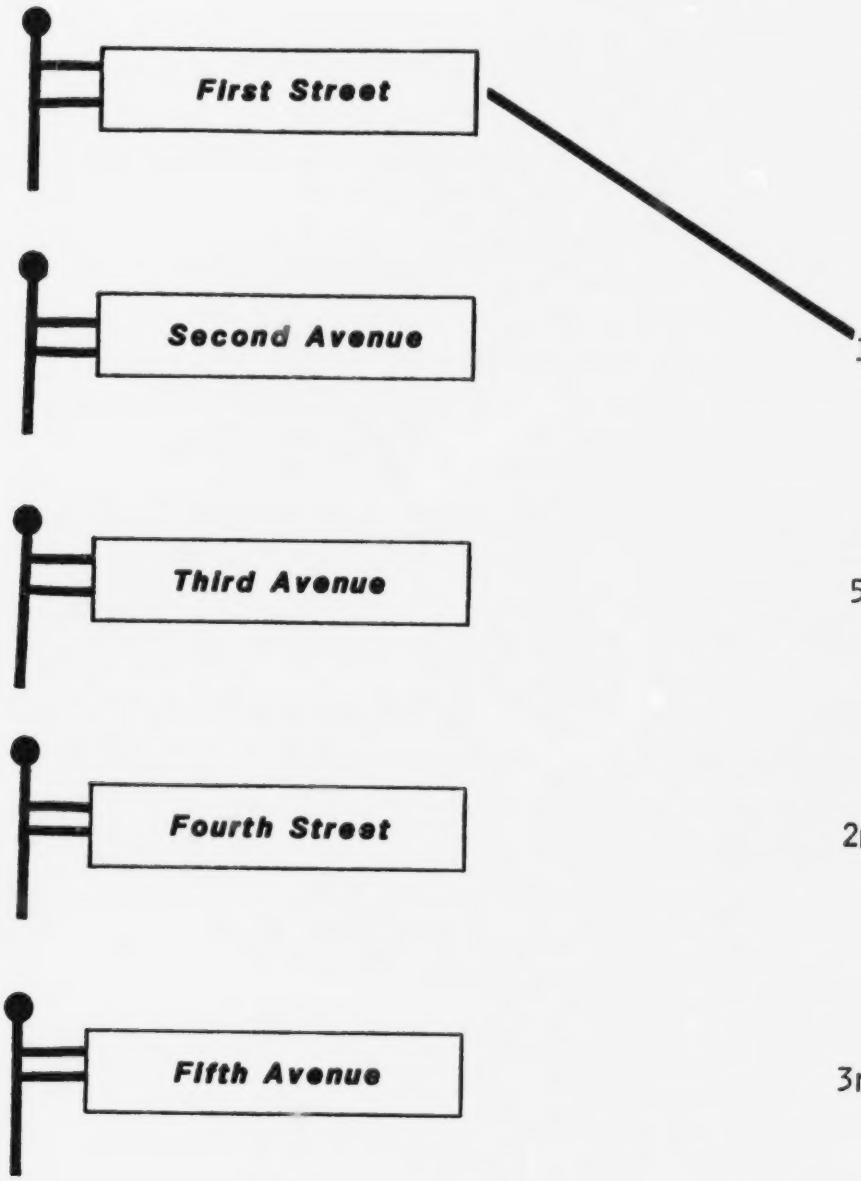
15) 20 dollars, 5 half-dollars, 6 quarters and 7 pennies = _____

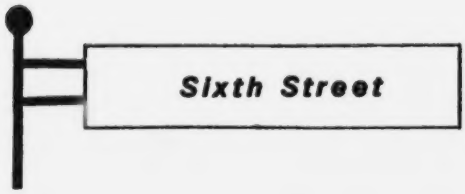
NAMES OF ORDINALS

1st	2nd	3rd	4th	5th
first	second	third	fourth	fifth
6th	7th	8th	9th	10th
sixth	seventh	eighth	ninth	tenth

OBJECTIVE: TO RECOGNIZE NAMES OF ORDINALS FIRST THROUGH TENTH

DIRECTIONS: Draw a line from each street sign to its matching numeral.

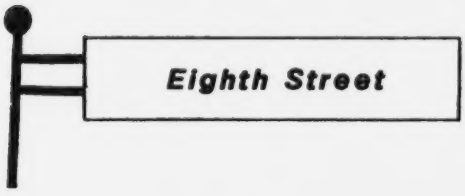


6) 

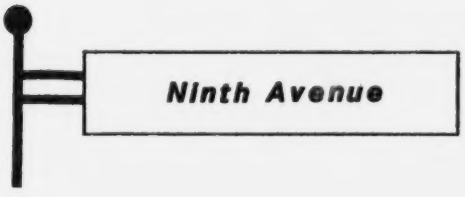
9th

7)

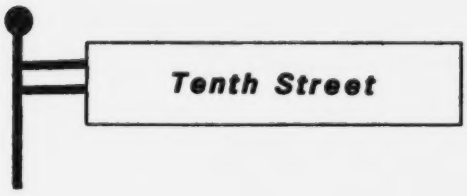
7th

8) 

6th

9) 

10th

10) 

8th

COUNTING BY 10's AND 100's

A. DIRECTIONS: Fill in the empty boxes counting by 10.

10	20		40	
60		80		
	170			
				250
		330		
			440	
460				

OBJECTIVE: TO COUNT TO 100 BY 10'S AND TO 1,000 BY 100'S

B. DIRECTIONS: Fill in the blanks counting by 10's.

EXAMPLES:

A) 10, **20**, **30**, 40, **50**

B) 40, **50**, 60, **70**, 80

1) ____, 40, ____, 60, ____

2) 110, ____, ____, 140,

3) 370, ____, 390, ____, ____

4) ____, ____, 260, 270,

5) 190, ____, ____, 220, ____

6) ____, ____, 150, ____, 170

7) ____, ____, ____, 140, 150

8) 360, 370, ____, ____, ____

9) 230, ____, ____, 260, ____

10) ____, ____, 170, ____, 190

11) ____, 400, ____, 420, ____

12) 460, ____, 480, ____, ___

C. DIRECTIONS: Fill in the blanks counting by 100's.

EXAMPLES:

A) 100, **200**, 300, **400**, 500

B) **300**, 400, 500, 600, **700**

1)	100, ___, ___, 400, ___, ___, ___, 800, ___, ___
2)	500, ___, 700, ___, ___ | 300, ___, ___, 600, ___

D. DIRECTIONS: Fill in the blanks with the missing numbers by counting forward and backward by 10's and 100's.

EXAMPLES:

A) 60, **50**, **40**, 30, **20**

B) 1,000, **900**, **800**, **700**, 600

1)	___, ___, 30, ___, 50	2)	30, ___, 50, ___, ___
3)	200, ___, 400, ___, ___	4)	600, ___, ___, 300, ___
5)	400, ___, 600, ___, ___	6)	___, ___, 30, ___, 10
7)	___, ___, 800, ___, 600	8)	___, 700, ___, 900, ___
9)	50, ___, ___, 80, ___	10)	20, ___, ___, 50, ___
11)	___, 600, ___, ___, 900	12)	100, ___, ___, ___, 500

ADDING THREE DIGITS

A. DIRECTIONS: Add.

EXAMPLE: Find the sum

$$\begin{array}{r} 757 \\ +\ 194 \\ \hline ? \end{array}$$

Step 1

Add ones.
Carry 1 ten
to the tens place.

$$\begin{array}{r} {\scriptstyle 1} \\ 757 \\ +\ 194 \\ \hline 1 \end{array}$$

Step 2

Add tens.
Carry 1 hundred
to the hundreds
place.

$$\begin{array}{r} {\scriptstyle 11} \\ 757 \\ +\ 194 \\ \hline 51 \end{array}$$

Step 3

Add hundreds.

$$\begin{array}{r} {\scriptstyle 11} \\ 757 \\ +\ 194 \\ \hline 951 \end{array}$$

1) $\begin{array}{r} 795 \\ +\ 95 \\ \hline \end{array}$	2) $\begin{array}{r} 458 \\ +\ 53 \\ \hline \end{array}$	3) $\begin{array}{r} 384 \\ +\ 28 \\ \hline \end{array}$	4) $\begin{array}{r} 197 \\ +\ 43 \\ \hline \end{array}$
5) $\begin{array}{r} 559 \\ +\ 261 \\ \hline \end{array}$	6) $\begin{array}{r} 246 \\ +\ 675 \\ \hline \end{array}$	7) $\begin{array}{r} 279 \\ +\ 534 \\ \hline \end{array}$	8) $\begin{array}{r} 199 \\ +\ 213 \\ \hline \end{array}$
9) $\begin{array}{r} 209 \\ +\ 512 \\ \hline \end{array}$	10) $\begin{array}{r} 388 \\ +\ 312 \\ \hline \end{array}$	11) $\begin{array}{r} 666 \\ +\ 244 \\ \hline \end{array}$	12) $\begin{array}{r} 355 \\ +\ 350 \\ \hline \end{array}$
13) $\begin{array}{r} 743 \\ +\ 167 \\ \hline \end{array}$	14) $\begin{array}{r} 195 \\ +\ 440 \\ \hline \end{array}$	15) $\begin{array}{r} 506 \\ +\ 256 \\ \hline \end{array}$	16) $\begin{array}{r} 308 \\ +\ 505 \\ \hline \end{array}$

OBJECTIVE: TO FIND SUMS OF 3-DIGIT NUMBERS WITH RENAMING

B. DIRECTIONS: Add.

1) 313 + 675	2) 649 + 72	3) 712 + 199	4) 192 + 18
5) 187 + 60	6) 256 + 437	7) 469 + 52	8) 187 + 46
9) 736 + 57	10) 548 + 374	11) 729 + 104	12) 693 + 15
13) 494 + 116	14) 333 + 76	15) 187 + 24	16) 389 + 571
17) 498 + 413	18) 882 + 26	19) 202 + 697	20) 361 + 219
21) 633 + 88	22) 274 + 440	23) 219 + 92	24) 559 + 401

C. DIRECTIONS: Add.

EXAMPLE:

386 + 24 = ?

$$\begin{array}{r} 386 \\ +\ 24 \\ \hline \mathbf{410} \end{array}$$

386 + 24 = **410**

1) 372 + 240 =

2) 721 + 194 =

3) 259 + 450 =

4) 198 + 675 =

5) 492 + 417 =

6) 181 + 499 =

7) 519 + 92 =

8) 673 + 260 =

9) 259 + 251 =

10) 555 + 388 =

11) 218 + 54 =

12) 265 + 468 =

13) 558 + 152 =

14) 807 + 85 =

15) 667 + 259 =

D. DIRECTIONS: Add.

1) 453 + 56 =

2) 827 + 79 =

3) 584 + 38 =

4) 236 + 85 =

5) 754 + 64 =

6) 513 + 96 =

7) 583 + 29 =

8) 339 + 70 =

9) 382 + 47 =

10) 366 + 383 =

11) 261 + 248 =

12) 198 + 112 =

13) 168 + 134 =

14) 188 + 722 =

15) 447 + 274 =

16) 135 + 517 =

17) 495 + 316 =

18) 246 + 386 =

E. DIRECTIONS: Add and underline the answer.

1) 527 + 96 = **623**	(a) 613	(b) <u>623</u>	(c) 625
2) 309 +67	(a) 376	(b) 367	(c) 375
3) 774 + 59	(a) 733	(b) 833	(c) 645
4) 439 +316	(a) 855	(b) 575	(c) 755
5) 234 +66	(a) 405	(b) 300	(c) 997
6) 383 +355	(a) 838	(b) 738	(c) 918
7) 67 +843	(a) 910	(b) 210	(c) 216
8) 245 +64	(a) 319	(b) 305	(c) 309
9) 346 +467	(a) 813	(b) 913	(c) 713
10) 686 +248	(a) 943	(b) 834	(c) 934

SUBTRACTING THREE DIGITS

A. DIRECTIONS: Subtract.

EXAMPLE: Find the difference $\begin{array}{r} 985 \\ -674 \\ \hline ? \end{array}$

Step 1 Subtact ones. ⇒ $\begin{array}{r} 985 \\ -674 \\ \hline \mathbf{1} \end{array}$

Step 2 Subtract tens. ⇒ $\begin{array}{r} 985 \\ -674 \\ \hline \mathbf{11} \end{array}$

Step 3 Subtract hundreds. ⇒ $\begin{array}{r} 985 \\ -674 \\ \hline \mathbf{311} \end{array}$

1) $\begin{array}{r} 316 \\ -\ 14 \\ \hline \end{array}$	2) $\begin{array}{r} 854 \\ -\ 24 \\ \hline \end{array}$	3) $\begin{array}{r} 579 \\ -\ 64 \\ \hline \end{array}$	4) $\begin{array}{r} 135 \\ -\ 23 \\ \hline \end{array}$
5) $\begin{array}{r} 476 \\ -322 \\ \hline \end{array}$	6) $\begin{array}{r} 663 \\ -641 \\ \hline \end{array}$	7) $\begin{array}{r} 374 \\ -251 \\ \hline \end{array}$	8) $\begin{array}{r} 588 \\ -431 \\ \hline \end{array}$
9) $\begin{array}{r} 448 \\ -\ 27 \\ \hline \end{array}$	10) $\begin{array}{r} 155 \\ -\ 22 \\ \hline \end{array}$	11) $\begin{array}{r} 297 \\ -\ 82 \\ \hline \end{array}$	12) $\begin{array}{r} 947 \\ -512 \\ \hline \end{array}$
13) $\begin{array}{r} 679 \\ -412 \\ \hline \end{array}$	14) $\begin{array}{r} 987 \\ -165 \\ \hline \end{array}$	15) $\begin{array}{r} 255 \\ -\ 43 \\ \hline \end{array}$	16) $\begin{array}{r} 487 \\ -365 \\ \hline \end{array}$

OBJECTIVE: TO FIND DIFFERENCES OF THREE DIGIT NUMBERS WITHOUT RENAMING

B. DIRECTIONS: Subtract.

1) $\begin{array}{r} 863 \\ -542 \\ \hline \end{array}$	2) $\begin{array}{r} 435 \\ -201 \\ \hline \end{array}$	3) $\begin{array}{r} 799 \\ -636 \\ \hline \end{array}$	4) $\begin{array}{r} 567 \\ -460 \\ \hline \end{array}$
5) $\begin{array}{r} 414 \\ -213 \\ \hline \end{array}$	6) $\begin{array}{r} 795 \\ -584 \\ \hline \end{array}$	7) $\begin{array}{r} 568 \\ -435 \\ \hline \end{array}$	8) $\begin{array}{r} 489 \\ -389 \\ \hline \end{array}$
9) $\begin{array}{r} 859 \\ -748 \\ \hline \end{array}$	10) $\begin{array}{r} 632 \\ -310 \\ \hline \end{array}$	11) $\begin{array}{r} 728 \\ -721 \\ \hline \end{array}$	12) $\begin{array}{r} 981 \\ -871 \\ \hline \end{array}$
13) $\begin{array}{r} 284 \\ -173 \\ \hline \end{array}$	14) $\begin{array}{r} 720 \\ -610 \\ \hline \end{array}$	15) $\begin{array}{r} 262 \\ -131 \\ \hline \end{array}$	16) $\begin{array}{r} 684 \\ -460 \\ \hline \end{array}$
17) $\begin{array}{r} 782 \\ -531 \\ \hline \end{array}$	18) $\begin{array}{r} 546 \\ -524 \\ \hline \end{array}$	19) $\begin{array}{r} 404 \\ -202 \\ \hline \end{array}$	20) $\begin{array}{r} 777 \\ -523 \\ \hline \end{array}$

C. DIRECTIONS: Subtract.

EXAMPLE:

503 - 401 = ?

$$\begin{array}{r} 503 \\ -401 \\ \hline 102 \end{array}$$

503 - 401 = **102**

1) 542 - 31 =

2) 776 - 63 =

3) 865 - 61 =

4) 197 - 85 =

5) 493 - 83 =

6) 164 - 53 =

7) 897 - 86 =

8) 464 - 64 =

9) 309 - 8 =

10) 674 - 562 =

11) 390 - 380 =

12) 728 - 617 =

13) 165 - 130 =

14) 973 - 501 =

15) 446 - 234 =

16) 347 - 321 =

17) 582 - 260 =

18) 209 - 107 =

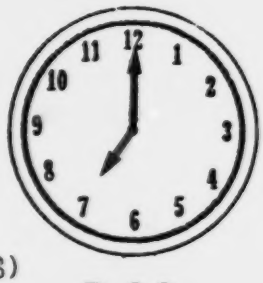
HOURS AND HALF HOURS

A. DIRECTIONS: Write the time below each clock.

EXAMPLES: The time tells the hour when the short hand is pointing to a number, and the long hand is pointing to the 12. Study these examples.

A)

3:00

B) 

7:00

C)

10:00

(1)

_____

(2)

_____

(3)

_____

(4)

_____

(5)

_____

(6)

_____

OBJECTIVE: TO RECOGNIZE HOUR AND HALF HOUR UNITS OF TIME

B. DIRECTIONS: Write the time below each clock.

EXAMPLES: The time tells the half-hour when the short hand is pointing to a number, and the long hand is pointing to the 6. Study these examples:

A)

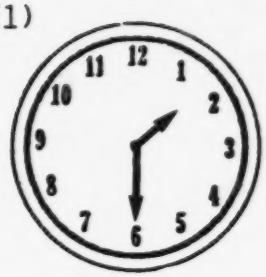
8:30

B)

6:30

C)

12:30

(1) 

_____

(2)

_____

(3)

_____

(4)

_____

(5)

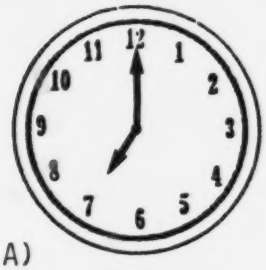
_____

(6)

_____

C. DIRECTIONS: Draw the correct hands on each clock to show the time below it.

EXAMPLES:

A) 

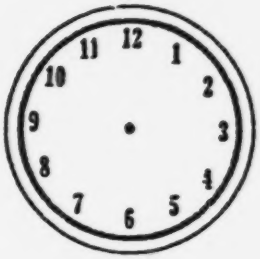
7:00

B)

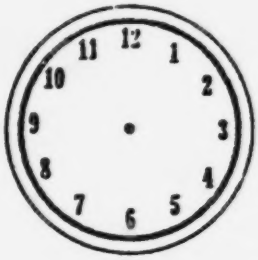
3:30

C)

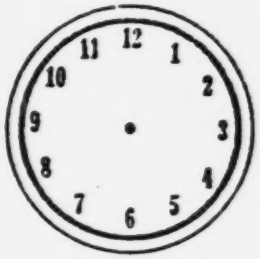
6:30

(1) 

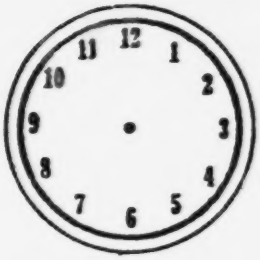
8:00

(2) 

11:00

(3) 

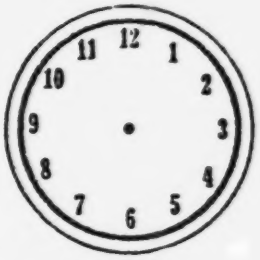
12:30

(4) 

6:00

(5)

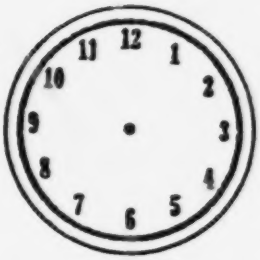
4:00

(6) 

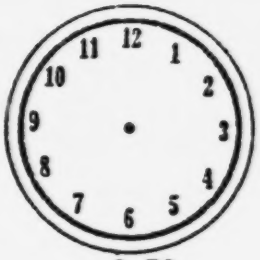
9:00

(7)

9:30

(8) 

8:30

(9) 

2:30

ADDING 4-DIGIT NUMBERS

A. DIRECTIONS: Add.

EXAMPLES:

(A)

$$\begin{array}{r} {\scriptstyle 1\ 1\ 1\ 1} \\ 5,678 \\ +\ 539 \\ \hline 6,217 \end{array}$$

(B)

$$\begin{array}{r} {\scriptstyle 1\ 1\ 1} \\ 2,376 \\ +\ 7,598 \\ \hline 9,974 \end{array}$$

(C)

$$\begin{array}{r} {\scriptstyle 1\ 1\ 1\ 1} \\ 4,085 \\ +\ 1,987 \\ \hline 6,072 \end{array}$$

1) $\begin{array}{r} 4,867 \\ +\ 369 \\ \hline \end{array}$

2) $\begin{array}{r} 3,189 \\ +\ 522 \\ \hline \end{array}$

3) $\begin{array}{r} 2,926 \\ +\ 416 \\ \hline \end{array}$

4) $\begin{array}{r} 7,084 \\ +\ 192 \\ \hline \end{array}$

5) $\begin{array}{r} 5,068 \\ +\ 384 \\ \hline \end{array}$

6) $\begin{array}{r} 2,184 \\ +\ 629 \\ \hline \end{array}$

7) $\begin{array}{r} 3,468 \\ +\ 824 \\ \hline \end{array}$

8) $\begin{array}{r} 6,438 \\ +\ 248 \\ \hline \end{array}$

9) $\begin{array}{r} 3,679 \\ +\ 535 \\ \hline \end{array}$

10) $\begin{array}{r} 1,616 \\ +\ 2,494 \\ \hline \end{array}$

11) $\begin{array}{r} 3,929 \\ +\ 5,281 \\ \hline \end{array}$

12) $\begin{array}{r} 4,956 \\ +\ 3,382 \\ \hline \end{array}$

13) $\begin{array}{r} 2,094 \\ +\ 3,961 \\ \hline \end{array}$

14) $\begin{array}{r} 3,467 \\ +1,267 \\ \hline \end{array}$

15) $\begin{array}{r} 1,235 \\ +\ 2,147 \\ \hline \end{array}$

16) $\begin{array}{r} 5,918 \\ +\ 2,327 \\ \hline \end{array}$

OBJECTIVE: TO FIND SUMS OF 4-DIGIT NUMBERS WITH RENAMING

B. DIRECTIONS: Add.

1) 6,537 + 387 =

2) 3,410 + 599 =

3) 8,576 + 374 =

4) 2,981 + 69 =

5) 1,367 + 47 =

6) 6,095 + 155 =

7) 4,387 + 416 =

8) 6,819 + 785 =

9) 9,816 + 74 =

10) 1,298 + 515 =

11) 6,163 + 857 =

12) 1,538 + 93 =

13) 3,851 + 59 =

14) 5,768 + 734 =

15) 9,218 + 86 =

RENAMING WITH SUBTRACTION

DIRECTIONS: Subtract.

EXAMPLES:

$$\begin{array}{r} 23 \\ -18 \\ \hline ? \end{array}$$

Step 1

You cannot subtract 8 from 3. Borrow 1 ten, 3+10=13. Now, subtract 8 from 13.

$$\begin{array}{r} {}^{1}\cancel{2}\,{}^{13}\cancel{3} \\ -18 \\ \hline 5 \end{array}$$

Step 2

Subtract the tens column 1-1=0.

$$\begin{array}{r} {}^{1}\cancel{2}\,{}^{13}\cancel{3} \\ -18 \\ \hline 05 \end{array}$$

$$\begin{array}{r} 46 \\ -29 \\ \hline ? \end{array}$$

Step 1

You cannot subtract 9 from 6. Borrow 1 ten, 6+10=16. Now, subtract 9 from 16.

$$\begin{array}{r} {}^{3}\cancel{4}\,{}^{16}\cancel{6} \\ -29 \\ \hline 7 \end{array}$$

Step 2

Subtract the tens column, 3-2=1.

$$\begin{array}{r} {}^{3}\cancel{4}\,{}^{16}\cancel{6} \\ -29 \\ \hline 17 \end{array}$$

PRACTICE: Subtract and trace the answers.

A) $\begin{array}{r} 20 \\ -\ 8 \\ \hline 12 \end{array}$ B) $\begin{array}{r} 87 \\ -59 \\ \hline 28 \end{array}$ C) $\begin{array}{r} 63 \\ -54 \\ \hline 9 \end{array}$

TRY THESE: D) $\begin{array}{r} 42 \\ -28 \\ \hline \end{array}$ E) $\begin{array}{r} 44 \\ -25 \\ \hline \end{array}$ F) $\begin{array}{r} 31 \\ -27 \\ \hline \end{array}$

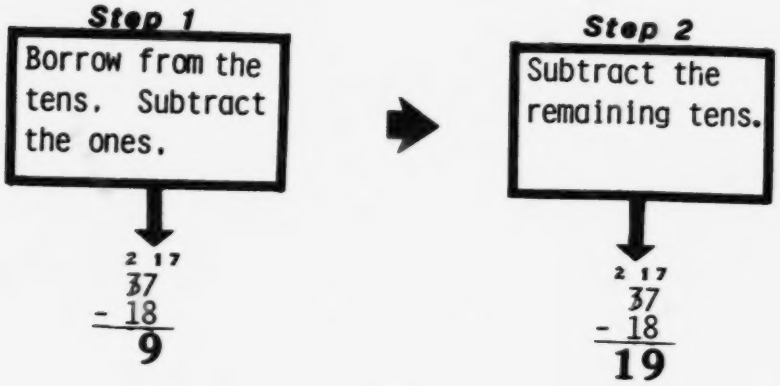
answers: D) 14 E) 19 F) 4

OBJECTIVE: TO DEMONSTRATE RENAMING WITH SUBTRACTION

RENAMING WITH 2-DIGIT NUMBERS

A. DIRECTIONS: Subtract.

EXAMPLE: Find the difference $\begin{array}{r} 37 \\ -\ 18 \\ \hline ? \end{array}$



1) $\begin{array}{r} 28 \\ -\ 9 \end{array}$	2) $\begin{array}{r} 43 \\ -\ 7 \end{array}$	3) $\begin{array}{r} 15 \\ -\ 6 \end{array}$	4) $\begin{array}{r} 25 \\ -\ 8 \end{array}$
5) $\begin{array}{r} 11 \\ -\ 4 \end{array}$	6) $\begin{array}{r} 22 \\ -13 \end{array}$	7) $\begin{array}{r} 56 \\ -39 \end{array}$	8) $\begin{array}{r} 37 \\ -19 \end{array}$
9) $\begin{array}{r} 44 \\ -38 \end{array}$	10) $\begin{array}{r} 95 \\ -69 \end{array}$	11) $\begin{array}{r} 57 \\ -49 \end{array}$	12) $\begin{array}{r} 86 \\ -77 \end{array}$
13) $\begin{array}{r} 91 \\ -64 \end{array}$	14) $\begin{array}{r} 33 \\ -25 \end{array}$	15) $\begin{array}{r} 70 \\ -57 \end{array}$	16) $\begin{array}{r} 80 \\ -68 \end{array}$

OBJECTIVE: TO FIND DIFFERENCES OF 2-DIGIT NUMBERS WITH RENAMING

B. DIRECTIONS: Subtract.

EXAMPLES: A) 23 - 8 = **?**

$$\begin{array}{r} {}^{1}\not{2}\,{}^{13}3 \\ -\ 8 \\ \hline \mathbf{15} \end{array}$$

23 - 8 = **15**

B) 46 - 39 = **?**

$$\begin{array}{r} {}^{3}4\,{}^{16}6 \\ -\ 3\,9 \\ \hline \mathbf{7} \end{array}$$

46 - 39 = **7**

1) 33 - 26 = 2) 48 - 19 = 3) 20 - 9 = 4) 54 - 15 =

5) 20 - 15 = 6) 31 - 16 = 7) 67 - 8 = 8) 76 - 38 =

9) 83 - 6 = 10) 23 - 9 = 11) 58 - 39 = 12) 35 - 26 =

13) 28 - 19 = 14) 83 - 47 = 15) 57 - 49 = 16) 52 - 25 =

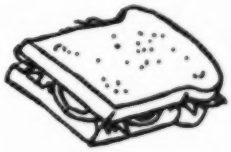
17) 61 - 32 = 18) 27 - 18 = 19) 47 - 29 = 20) 81 - 66 =

MAKING CHANGE

DIRECTIONS: Write the amount of your change.

EXAMPLE:

Item Cost	You Paid	Your Change
$5.69	$10.00	**$4.31**

1) Item Cost	You Paid	Your Change
 $1.75	$5.00	_____

2) Item Cost	You Paid	Your Change
$4.53	$5.03	_____

OBJECTIVE: TO COUNT MONEY AND MAKE CHANGE

3) Item Cost	You Paid	Your Change
$.50	$1.00	_____

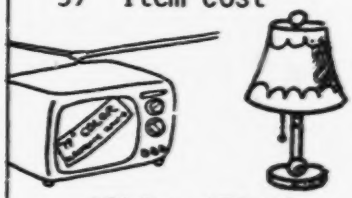
4) Item Cost	You Paid	Your Change
$.71	$1.01	_____

5) Item Cost	You Paid	Your Change
$1.89	$2.00	_____

6) Item Cost	You Paid	Your Change
$8.43	$20.00	_____

7) Item Cost	You Paid	Your Change
$21.75 + $39.95	$70.00	_____

8) Item Cost	You Paid	Your Change
$.13 + $.49	$1.00	_____

9) Item Cost	You Paid	Your Change
 $249 + $39.95	$290.00	_____

10) Item Cost	You Paid	Your Change
$1.07	$1.25	_____

WORD PROBLEMS

+	−	=
plus	minus	equals
sum	subtract	is
add	difference	
altogether		

A. DIRECTIONS: Write these problems as numbers. Then solve them.

EXAMPLE:

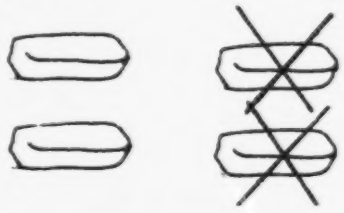
One plus twelve is? **1 + 12 = 13**

1. Three minus two equals? _____
2. Fifteen and six is? _____
3. Take one from twelve. _____
4. The sum of five and ten is? _____
5. The difference of eleven and eight equals? _____
6. Nine plus sixteen equals? _____
7. Nineteen minus seven is? _____
8. The sum of fourteen and seventeen equals? _____
9. The difference of twenty and eighteen is? _____
10. Take four from thirteen. _____

OBJECTIVE: TO SOLVE SIMPLE WORD PROBLEMS WITH ADDITION AND SUBTRACTION

B. DIRECTIONS: Draw a picture to help you solve each problem.

1. Rose had 4 sticks of butter. She used 2. How many did she have left?

Picture	Problem
	**4 − 2 = 2**

2. The Women's Club washed 9 cars at 10:00. They washed 5 more at 12:00. How many cars did they wash?

Picture	Problem

3. There were 5 children in the Day Care Center. Then 6 more came. How many children were there?

Picture	Problem

4. Mike had 5 stamps. He mailed 4 Christmas cards. How many stamps did he use?

Picture	Problem

5. Fay needed $10.00. She found $6.00. How much more did she need?

Picture	Problem

6. Marvin played 4 records in a row. Then he read a book. Then he played 7 more records. How many did he play?

Picture	Problem

ADDING IN COLUMNS

A. DIRECTIONS: Add.

EXAMPLES:

A) $\begin{array}{r} 6 \\ 3 \\ +\ 4 \\ \hline ? \end{array}$ Add going up. $\begin{array}{r} 6 \\ 3 \\ +\ 4 \\ \hline ? \end{array}$ ↑ (4 + 3 = 7 + 6 = 13) $\begin{array}{r} 6 \\ 3 \\ +\ 4 \\ \hline 13 \end{array}$

B) $\begin{array}{r} 4 \\ 5 \\ +\ 1 \\ \hline ? \end{array}$ Add going up. $\begin{array}{r} 4 \\ 5 \\ +\ 1 \\ \hline ? \end{array}$ ↑ (1 + 5 = 6 + 4 = 10) $\begin{array}{r} 4 \\ 5 \\ +\ 1 \\ \hline 10 \end{array}$

1) $\begin{array}{r} 4 \\ 3 \\ +\ 5 \\ \hline \end{array}$ 2) $\begin{array}{r} 7 \\ 3 \\ +\ 2 \\ \hline \end{array}$ 3) $\begin{array}{r} 6 \\ 6 \\ +\ 7 \\ \hline \end{array}$ 4) $\begin{array}{r} 5 \\ 6 \\ +\ 1 \\ \hline \end{array}$

5) $\begin{array}{r} 8 \\ 4 \\ +\ 6 \\ \hline \end{array}$ 6) $\begin{array}{r} 1 \\ 9 \\ +\ 5 \\ \hline \end{array}$ 7) $\begin{array}{r} 3 \\ 8 \\ +\ 4 \\ \hline \end{array}$ 8) $\begin{array}{r} 9 \\ 7 \\ +\ 4 \\ \hline \end{array}$

9) $\begin{array}{r} 2 \\ 6 \\ +\ 7 \\ \hline \end{array}$ 10) $\begin{array}{r} 4 \\ 8 \\ +\ 7 \\ \hline \end{array}$ 11) $\begin{array}{r} 9 \\ 9 \\ +\ 3 \\ \hline \end{array}$ 12) $\begin{array}{r} 3 \\ 8 \\ +\ 1 \\ \hline \end{array}$

13) $\begin{array}{r} 4 \\ 5 \\ +\ 4 \\ \hline \end{array}$ 14) $\begin{array}{r} 2 \\ 7 \\ +\ 2 \\ \hline \end{array}$ 15) $\begin{array}{r} 3 \\ 6 \\ +\ 5 \\ \hline \end{array}$ 16) $\begin{array}{r} 5 \\ 3 \\ +\ 4 \\ \hline \end{array}$

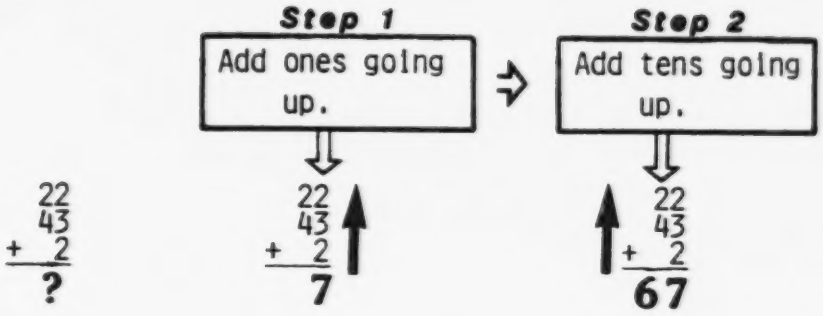
OBJECTIVE: TO PRACTICE ADDITION IN COLUMNS

B. DIRECTIONS: Add.

1) 4 8 5 + 1	2) 9 6 8 + 8	3) 4 2 3 + 4	4) 7 3 6 + 8
5) 3 3 4 + 2	6) 5 7 8 + 2	7) 8 5 1 + 5	8) 6 8 4 + 5
9) 6 8 4 + 5	10) 9 9 1 + 3	11) 3 1 7 + 6	12) 5 9 2 + 5
13) 7 9 1 + 7	14) 4 4 6 + 1	15) 9 8 2 + 2	16) 8 4 7 + 4
17) 2 7 4 + 3	18) 1 3 9 + 6	19) 2 4 5 + 9	20) 8 9 6 + 7

C. DIRECTIONS: Add.

EXAMPLE:



1) 43 61 + 10	2) 68 12 + 3	3) 54 32 + 44	4) 20 8 + 97
5) 36 31 + 17	6) 2 46 + 48	7) 73 58 + 41	8) 2 5 + 40
9) 58 46 + 19	10) 60 9 + 94	11) 95 6 + 8	12) 43 58 + 19
13) 120 636 + 115	14) 146 35 + 9	15) 56 509 + 76	16) 803 126 + 32
17) 28 484 + 86	18) 217 400 + 339	19) 83 9 +472	20) 202 367 + 92

SUBTRACTING 3 AND 4 DIGIT NUMBERS

A. DIRECTIONS: Subtract.

EXAMPLES:

A) 775
-89
?

Step 1
Borrow 1 ten and add it to the 5 ones to make 15 ones. Subtract 9 ones from 15 ones.

$7\overset{6}{\not{7}}\overset{15}{5}$
$-\ 8\ 9$
6

Step 2
Borrow 1 hundred and add it to the 6 tens to make 16 tens. Subtract 8 tens from 16 tens.

$\overset{6}{\not{7}}\overset{16}{\not{7}}\overset{15}{5}$
$-\ 8\ 9$
86

Step 3
Subtract the hundreds place.

$\overset{6}{\not{7}}\overset{16}{\not{7}}\overset{15}{5}$
$-\ 8\ 9$
686

B) 571
-285
?

Step 1
Borrow 1 ten and add it to the 1 one to make 11 ones. Subtract 5 ones from 11 ones.

$5\overset{11}{\not{7}}1$
-285
6

Step 2
Borrow 1 hundred and add it to the 6 tens to make 16 tens. Subtract 8 tens from 16 tens.

$\overset{4}{\not{5}}\overset{16}{\not{7}}\overset{11}{1}$
-285
86

Step 3
Subtract the hundreds place.

$\overset{4}{\not{5}}\overset{16}{\not{7}}\overset{11}{1}$
-285
286

OBJECTIVE: TO FIND DIFFERENCES OF 3 AND 4-DIGIT NUMBERS WITH RENAMING

1) 344 -96	2) 773 -95	3) 136 -59	4) 256 -98
5) 104 -37	6) 318 -49	7) 587 -99	8) 600 -59
9) 302 -189	10) 403 -208	11) 614 -375	12) 715 -536
13) 231 -175	14) 713 -505	15) 904 -746	16) 554 -465
17) 893 -794	18) 380 -355	19) 627 -368	20) 463 -271

B. DIRECTIONS: Subtract.

EXAMPLE: 236 - 157 = **?**

$$\begin{array}{r} {}^{1}\not{2}{}^{12}\not{3}{}^{16}\not{6} \\ -\ 157 \\ \hline \mathbf{79} \end{array}$$

236 - 157 = **79**

1) 157 - 69 =

2) 376 - 89 =

3) 142 - 97 =

4) 207 - 79 =

5) 627 - 458 =

6) 435 - 376 =

7) 506 - 438 =

8) 931 - 632 =

9) 237 - 176 =

10) 839 - 659 =

11) 347 - 179 =

12) 563 - 395 =

13) 465 - 399 =

14) 711 - 546 =

15) 936 - 847 =

16) 434 - 429 =

17) 380 - 294 =

18) 501 - 19 =

C. DIRECTIONS: Subtract.

EXAMPLES:

(A)

$$\begin{array}{r} {\scriptstyle 16\ 15\ 15} \\ 1,765 \\ -\ 876 \\ \hline \mathbf{889} \end{array}$$

(B)

$$\begin{array}{r} {\scriptstyle 1\ 12\ 14\ 14} \\ 2,354 \\ -\ 1,365 \\ \hline \mathbf{989} \end{array}$$

(C)

$$\begin{array}{r} {\scriptstyle 3\ 16\ 4\ 13} \\ 4,653 \\ -\ 1,719 \\ \hline \mathbf{2,934} \end{array}$$

1) 6,523 − 792	2) 3,735 − 998	3) 5,370 − 467	4) 6,474 − 585
5) 6,403 − 5,918	6) 7,480 − 6,991	7) 4,627 − 2,689	8) 3,918 − 2,937
9) 2,637 − 1,749	10) 8,073 − 6,185	11) 7,538 − 5,618	12) 5,124 − 3,192
13) 5,385 − 3,478	14) 6,273 − 4,369	15) 6,000 − 4,024	16) 1,406 − 1,398

D. DIRECTIONS: Subtract.

1) 3,485 - 596 =

2) 6,748 - 5,589 =

3) 5,377 - 900=

4) 6,138 - 5,258=

5) 9,212 - 153=

6) 4,229 - 3,467=

7) 1,267 - 378=

8) 2,119 - 1,870=

9) 3,901 - 2,616=

10) 8,458 - 7,566=

11) 7,220 - 6,188=

12) 1,005 - 925=

13) 1,841 - 549=

14) 3,116 - 2,387=

15) 4,310 - 3,421=

E. DIRECTIONS: Subtract and underline the answer.

1)	803 -596	(a) 210	(b) 217	(c) 207
2)	5,673 -3,894	(a) 1,780	(b) 1,769	(c) 1,779
3)	426 -237	(a) 190	(b) 189	(c) 179
4)	4,119 -2,676	(a) 1,453	(b) 1,445	(c) 1,443
5)	681 -597	(a) 84	(b) 74	(c) 89
6)	7,229 -5,456	(a) 1,775	(b) 1,783	(c) 1,773
7)	208 -159	(a) 49	(b) 46	(c) 50
8)	727 -538	(a) 199	(b) 188	(c) 189
9)	4,310 -2,423	(a) 1,880	(b) 1,887	(c) 1,890
10)	6,573 -3,498	(a) 3,070	(b) 3,075	(c) 3,085

GREATER THAN AND LESS THAN SENTENCES

A. DIRECTIONS: Which sentences are right? Circle yes or no.

EXAMPLE:

8 + 2 > 12

yes? **(no?)**

This sentence is not right. 8 + 2 = 10 and 10 is less than 12 not greater than 12. The sentence should read 8 + 2 < 12.

1.	7 + 4 > 9	yes no	9.	25 + 4 < 27	yes no
2.	9 + 1 > 11	yes no	10.	33 + 2 > 29	yes no
3.	15 + 5 < 17	yes no	11.	46 + 6 < 50	yes no
4.	4 + 8 < 13	yes no	12.	118 + 9 > 150	yes no
5.	7 + 8 > 12	yes no	13.	99 + 105 > 112	yes no
6.	16 + 8 < 18	yes no	14.	102 + 5 < 106	yes no
7.	12 + 9 > 18	yes no	15.	73 + 6 > 80	yes no
8.	8 + 8 < 14	yes no	16.	17 + 5 < 27	yes no

OBJECTIVE: TO SOLVE NUMBER SENTENCES WITH GREATER THAN AND LESS THAN

B. DIRECTIONS: Which sentences are right? Circle yes or no.

1.	49 - 7 < 43	yes no	9.	19 - 3 > 17	yes no
2.	103 - 11 > 80	yes no	10.	107 - 21 < 98	yes no
3.	19 - 4 > 17	yes no	11.	33 - 0 > 22	yes no
4.	96 - 1 < 94	yes no	12.	315 - 13 < 301	yes no
5.	18 - 2 < 7	yes no	13.	147 - 10 > 132	yes no
6.	14 - 3 > 11	yes no	14.	500 - 25 < 470	yes no
7.	202 - 12 > 93	yes no	15.	102 - 7 > 94	yes no
8.	66- 40 < 12	yes no	16.	17 - 4 < 12	yes no

C. DIRECTIONS: Read each sentence. Circle true or false.

1. Seventeen plus two is less than twenty.

   True False

2. Five plus six is greater than ten.

   True False

3. Eleven minus three is greater than seven.

   True False

3. Thirteen minus four is less than twelve.

   True False

5. Eight plus nine is less than fifteen.

   True False

MORE WORD PROBLEMS

DIRECTIONS: Solve these word problems.

1. At first Mr. Peters had $14. Then he found $13 more in his coat. HOw much did he now have?

   answer _____

2. Fred sold 250 papers on Monday. He sold 326 on Tuesday. How many more did he sell on Tuesday?

   answer _____

3. Juanita's pay is $1,026 a month. Mary makes $972 a month. How much more does Juanita make?

   answer _____

4. The Campbell's new sofa cost $497. Their new chair cost $295. What was the total cost for both?

   answer _____

5. One car costs $6,689. Another car costs $5,885. What is the difference in cost?

   answer _____

6. In May the factory hired 73 workers. In June 26 more workers were hired. What was the total number of workers hired?

   answer _____

7. Mrs. Weber has 19 grandchildren. Mrs. East has 12 grandchildren. How many do they have altogether?

   answer _____

OBJECTIVE: TO SOLVE SIMPLE WORD PROBLEMS WITH ADDITION AND SUBTRACTION

8. Lynn sold 343 raffle tickets. Jackie sold 279 tickets. How many more did Lynn sell?

answer _____

9. Mr. Jackson did 43 math problems yesterday. He did 25 more today. How many math problems did he do altogether?

answer _____

10. Carlos jogs 28 miles a week. Maria jogs 12 miles a week. How many more miles does Carlos jog?

answer _____